Comparative Adult Education: State of the Art With Annotated Resource Guide

Alexander N. Charters
and
Dilnawaz A. Siddiqui

MONOGRAPHS ON COMPARATIVE AND AREA STUDIES IN ADULT EDUCATION

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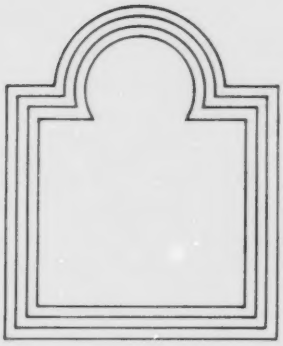
THE AUTHORS

Alexander N. Charters, Ph.D.
Professor Emeritus, Adult Education
216 Lockwood Road, Syracuse,
New York, 13214-2035, U.S.A.

Dilnawaz A. Siddiqui, Ph.D.
Associate Professor, Communication
Clarion University of Pennsylvania
Clarion, P.A. 16214, U.S.A.



MONOGRAPHS ON COMPARATIVE AND AREA STUDIES IN ADULT EDUCATION

Jindra Kulich, General Editor

CENTRE FOR CONTINUING EDUCATION
THE UNIVERSITY OF BRITISH COLUMBIA
in co-operation with
THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

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PREFACE

Interest in the comparative study of adult education has been growing in many parts of the world since the first conference on comparative adult education held at Exeter, U.S.A. in 1966. This interest was given further impetus by meetings held at Pugwash, Canada in 1970, Nordborg, Denmark in 1972, Nairobi, Kenya in 1975, Oxford, England in 1987, Rome, Italy and Aachen, West Germany in 1988.

A number of international organizations, among those Unesco, the International Bureau of Education, the International Congress of University Adult Education, the European Bureau of Adult Education, O.E.C.D., the European Centre for Leisure and Education, the Council of Europe, and the International Council for Adult Education have contributed their share.

A growing number of universities in all five continents established courses in comparative adult education. Many other universities encourage students to deal with comparative study or with the study of adult education abroad in major papers and theses. The literature in this area has increased considerably since the early 1960's both in support and as a result of this university activity. A number of valuable bibliographies were published, cataloguing the growing wealth of materials available in a number of languages.

Most of the literature available on adult education in various countries can still be found primarily in articles scattered throughout adult education and social science journals. Until a few years ago there was no commercial publisher enticing researchers to submit manuscripts of monographs dealing with comparative adult education and case studies of adult education in various countries, even though the need for such a publishing venture was stressed at a number of international meetings. It was with the intent to provide such service to the discipline and the field of adult education that the Centre for Continuing Education at The University of British Columbia, in cooperation with the International Council for Adult Education, decided in 1977 to publish a series of Monographs on Comparative and Area Studies in Adult Education.

In 1984 a major English publishing house in the field of

education, Croom Helm, decided to establish a new series, the Croom Helm Series in International Adult Education. Dr. Peter Jarvis of the University of Surrey, an internationally recognized scholar and noted promoter of publishing in international adult education, was appointed editor of this series. A number of volumes have been published in the new series since 1984 and have enriched the literature in this important field.

We are pleased to be able to present now the fourteenth volume in our series, *Comparative Adult Education: State of the Art With Annotated Resource Guide*, by Alexander N. Charters and Dilnawaz A. Siddiqui. This monograph is a further important contribution to the growing interest in and discussion of the methodology of comparative adult education. It also represents a new, additional step towards a more balanced worldwide perspective to our study of the adult education phenomena, both in the theoretical considerations in Part I, and in the annotated resources brought together for the first time in Part II.

Jindra Kulich
General Editor

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PART I

COMPARATIVE ADULT EDUCATION: STATE OF THE ART

COMPARATIVE ADULT EDUCATION: STATE OF THE ART

The Purpose and Organization of the Monograph

The main thrust of the emerging field of comparative adult education is upon the intent and process of "learning from each other" (Charters, 1981). Charters' (1988) most recent work on this field defines comparative adult education as:

> (a) statements about the theory, principles, methodology and other topics of comparative studies related to adult education, and (b) studies comparing a topic on adult education in two or more situations. A comparative adult education study needs to extend beyond description of adult education in two or more situations and /or a juxtaposition of adult education data. There must be analysis and comparison to identify similarities and dissimilarities. An intra-national study is the comparison of a topic in two or more situations within one country and an international study is the comparison of a topic in two or more countries.

It was in this spirit of professional development through mutual learning on the part of educators of adults that they had identified eight areas of further study at their Exeter Conference in 1966 (Liveright & Haygood, 1968). In recent years scholars of adult education have been cooperating with each other more and more in generating and exchanging data on various issues, concerns, programs, and systems as well as multiple factors affecting adult education in different nations and regions.

The areas which were proposed at Exeter for further study are summarized below:

a. to identify and describe the existing adult education programs within each country in order to make the relevant data available to scholars in their own and in other countries for comparative analysis;
b. to trace prevalent models for the training of adult education faculty, and the relationships of these models with administrative patterns and institutional roles, and to collate

data on such relational studies into reference material for further research;

c. to compile a complete inventory of administrative structures, socio-cultural and economic backgrounds of systems of adult education, of sources of financing adult education activities, of instructional methods as well as of nature and magnitude of participation in adult education;

d. to further refine adult education concepts and other related terms and thus to come up with a comprehensive glossary of the terminology in the field;

e. to explore any consistent relationships of adult education systems and activities in various countries with their cultural background from a historical perspective;

f. to identify specific societal foundations of adult education, including similar and dissimilar motivational factors such as policies and attitudes of governments and universities toward adult education;

g. to look into the relationship of various components of formal education with adult education and into specific objectives of the latter, and the extent to which they are being met; and

h. to trace any common characteristics and trends that cut across national and cultural borders.

Considerable progress has occurred in meeting these objectives and consequently the field of comparative adult education is expanding. The pace however has been slow and a lot of important data still need to be collected. The purpose of this guide is to fill part of this gap and to facilitate the process of requisite research in areas indicated above as well as others.

It is in both comparative education and adult education that the antecedents of this field of study are to be found. Historians of comparative education did not look deeper in the past than the last two centuries and thus have contented themselves with considering efforts of Marc-Antoine Jullien as the beginning of their field. Moreover, no significant attempt has been made to delve into the non-Western literature of education or social systems to search for its origins.

The problem is not so much the absence of data on comparative education as our own lack of knowledge of other cultures and languages in which the needed information is to be found. This guide seeks to relieve this situation to some extent by including resources produced by indigenous scholars equipped with knowledge of the languages and cultures which are compared. Nevertheless, the authors have confined themselves to resources in the English language only and no claim is made that it covers all the literature in this area. The reason for this limitation is

obviously the language inadequacy on the part of the authors of this monograph as well as the unavailability to them of resources that a truly exhaustive guide of this sort requires.

Another area of concern about the current state of comparative adult education is that confusion still prevails in the criteria used in determining what studies ought to or ought not to be included in this field called comparative adult education (see definition on p.1). As a result, a few studies that do not traditionally fall under the purview of the field have been erroneously included in it by many writers.

A study that compares two or more aspects of adult education in a single country is merely an instance of intra-national comparative adult education. Similarly, a study that describes one or more dimensions of adult education in two or more countries without comparing them is an example of international adult education not of comparative adult education. Studies that compare aspects of students other than adults across national borders ought to be regarded as comparative education and not as comparative adult education.

Discussing the value of this growing field of study, Charters (1981) stresses the need to analyze the past in order to glean information, insight and understanding on which to plan and function in the present and future. His rationale for this field is also based on the need to find answers or at least responses to questions and hypotheses about why sometimes within similar societies certain aspects of adult education turn out to be different and why in dissimilar societies adult education aspects turn out to be the same. By comparing issues and problems, objectives, needs, programs, evaluation and other items in one's own country with the same phenomena in other countries, one can find new ideas or approaches helpful to educators of adults in rational decision-making and to adult learners themselves in finding better ways of interacting with their socio-economic and political environments.

Thus, this learning from each other ought to be both vertical and horizontal; that is, across time as well as space. While across time means learning from the past to improve the present and the future, across space means learning in the present from the practices of adult education in other countries and cultures.

The theoretical foundations for research in comparative adult education have so far been rather limited. There are various reasons for this inadequacy including the poor scientific bases of education in general and those of adult education in particular. The very framework for making international comparisons among educational variables has not been sufficiently refined.

Understandably, pragmatism of data collection has been of paramount importance before the function of rigorously refining the methodology of theory building can take place. Nevertheless, the field needs to move in the latter direction, too, with optimal speed.

Part I of this monograph seeks to analyze the field of comparative adult education, and Part II contains annotations on selected resources considered most relevant to comparative adult education. The resource guide is organized into three major categories, which with selected items indicate resources in and related to the field of comparative adult education.

Category A presents two types of annotations on information sources:

1. items related to comparative education as a field of study; and
2. items related to comparative adult education as a field of study.

Category B deals with specific studies that compare principles and/or practices (programs) and people involved in adult education. Category B is sub-divided into five sections as follows:

1. international education;
2. comparative adult education at the intra-national level;
3. comparative adult education at the international level;
4. comparative education : other than adult education; and
5. comparative adult education at the national level.

Category C consists of bibliographies and terminologies. Attempt has been made to identify the abstracts by countries and themes the sources have covered. The following general thematic categories are listed with appropriate items included in the resource guide:

- Administration
- Agencies
- Counseling
- Evaluation
- Finance
- Foundations (anthropology, psychology, sociology)
- History
- Instruction (methods, materials, facilities, equipment, curriculum development)
- Learner, learning (students)
- Needs (goals, objectives, purposes)
- Philosophy (ideology)
- Policy (legislation)
- Programs
- Research
- Resources

- Systems
- Staff development (professional development)
- Teaching (teacher)
- Trends (future)

Comparative Adult Education: State of the Art

In the sense of a modern and a truly scientific field of study, comparative adult education continues to show considerable limitations. The purpose of this sub-section is to identify and discuss major areas of weakness. It is organized as follows: (1) the essence of social science research ; (2) evolution of comparative adult education methods; (3) selected events and activities in comparative adult education; and finally (4) conclusions.

The Essence of Social Science Research

By definition all research, descriptive, analytical or inferential, is comparative in nature. It is supposed to compare a phenomenon either with another phenomenon (or other phenomena) or with a pre-established standard. The researcher conceptualizes the phenomenon under study in terms of the general features or properties it is expected to possess, defines in empirical (observable and measurable) terms its possible indicators, and then finally measures the extent of similarity and dissimilarity between the ideal (which is expected) and the real (which is actually observed). However, the ultimate goal of the researcher is to predict the behavior of the studied phenomenon, which is not possible without identifying causes of the measured similarities and dissimilarities.

The more directly observable and measurable the phenomena, the more precisely comparable they tend to be. The less abstract and fluid they are, the more amenable they are to precise measurement. Therefore, research in physical sciences is relatively easier as matter, being more concrete and controllable, is more precisely measurable. At the other end of the research continuum lie comparative studies dealing with macro-systems of human culture spanning vast time and space. Biological and psychological studies of individual behavior(s) fall in between the two extremes. The desire and courage of social scientists to predict the behavior of societal systems by using methods of experimental science is admirable. Also, some elements of these systems are susceptible to quantitative research techniques. Nevertheless, the diversity and the complexity of most elements of cultural systems do not yield to these devices.

El-Nejjar (1986), an expert in methodology of science instruction has identified nine areas of limitations of experimental science, which are summarized here:

1. however direct the observation, it is no more than an outward appearance of the actual truth;
2. there are things in the universe that cannot be felt by human senses directly or indirectly;
3. science comprises both sensual and non-sensual information, the latter known as scientific abstraction – the higher truth, which is the common ground for science and philosophy;
4. by nature of the limitations of human existence in terms of space and time, all scientific conclusions are only relative;
5. scientists do not always take as their instructor the universe with all its components of matter, energy, phenomena, laws and creatures;
6. man is obliged to specialize in small portions of the spheres of knowledge, which have now become almost countless;
7. science bears the stamp of its intellectual and social milieu: macro-level socio-economic, cultural, and psychological influences;
8. ever-increasing knowledge of the universe calls for continuous revision (amend, develop, drop): indicative of the incompleteness of science and of the limitations of its methods; and
9. one's contribution cannot represent but a small portion of an ever-increasing amount of knowledge based fundamentally on imitation.

The implications of these limitations for comparative adult education are significant. For example, on the issue of success of an adult education program it is difficult to come up with universally reliable and valid indicators of success. The concept being abstract and subject to many different conceptual and operational definitions, it is difficult to obtain concensus on its empirical indicators. Thus a strict condition of positivism cannot be met easily, leaving the so-called scientific experiment incapable of measuring a non-empirical reality assuming it may imperceptibly exist or is defined differently from the way the researcher may be defining it.

A more serious problem from the perspective of comparative adult education lies in the inherent limitations of the principle of reductionism on which 'scientific' research has to depend. Adult education phenomena, being part of macro cultural systems need to be concurrently analyzed in the context of a complex network of all their causal or associational relationships. The paradox is that while a cultural context is too large to be analyzed, it must be looked into all the same because an investigation of a

phenomenon without a broader cultural examination is incomplete if not futile. The need to attain objectivity on the part of a comparative adult education researcher is another problem. A claim for complete objectivity in cross cultural analyses is merely naive. For several centuries, the Western scholars have been under the illusion of using 'objective' standards, while in fact they could not have been able to use anything else than their own limited Western perspective in analyzing other cultures.

Researchers in comparative education, and through it in comparative adult education have inherited the same basic tools of analysis. Thus our studies of other systems have been an accumulation of data collected largely from one perspective rather than cumulative in the real sense of the term, i.e., building a logical structure of scientific techniques in sequential steps. It is with this realization of the limitations of our methods that we are attempting to trace the development path of studies in comparative adult education. The intent of the rest of this analysis is to identify major changes that have occurred in the field in recent years. The next section deals with the evolution of methods used in comparing adult education topics, followed by a list of recent landmarks in comparative adult education, and a few major conclusions drawn from the analysis.

However, before broaching the subject of comparative adult education methods, it seems appropriate to refer to the rationale for comparative studies in education itself established by a seminal piece of work published in the early sixties. According to Nakosteen (1964), it lies in the need for discovering and understanding the true origins of modern education as it is known to the world today, and for grasping the way its essence has changed over time. Nakosteen deals with macro-level ideological and cultural interactions among several societies such as Sino-Japanese, Indo-Sassanian, Greco-Roman and Islamic, with the last one performing a creative as well as coordinating function of incorporating the best and rejecting the rest into a system later to be inherited by the Western World, and then through the West by most of the modern world. Nakosteen does not make a distinction between formal and non-formal, or between pedagogical and andragogical systems, but rather treats the whole as a learning environment.

Evolution of Comparative Adult Education Methods

As has been pointed out earlier the real roots of comparative adult education lie much deeper in the past than was thought until recently. However, we will confine the discussion of methods to more recent years. It is recognized that the field of

comparative adult education itself is to some extent an off-shoot of adult education, international education, and comparative education.

Therefore, like them, it has drawn heavily upon social sciences such as psychology, economics, sociology, anthropology and history for its sustenance and progress. Recency of the field, a greater concern of the practitioner for delivering the goods as opposed to theory building, financial constraints, and a lack of training of educators of adults in social science research methodology are some of the more obvious reasons for the slow pace of the evolution and growth of sound methods for conducting comparative studies in adult education.

Although the need for comparative studies in adult education in different nations was mentioned even at the 1949 Elsinore conference on adult education sponsored by UNESCO, there was no conference prior to 1966 held exclusively to discuss comparative adult education.

It was at Exeter (Liveright & Haygood, 1968) that the first formal agenda for comparative adult education was discussed at length. One can easily notice a paramount concern of the participants for data on national adult education practices and programs. They realized that for any sort of comparative analysis, one would need at least the basic information about adult education activities within individual nations themselves. Therefore, definitions of adult education terminology, standardization of core and related terms and their compilation, identification and collation of data and description of programs seem to dominate the agenda developed at Exeter.

Barring just a mention of the need to identify similarities and dissimilarities among various national programs, there was hardly any noteworthy discussion of methodology for doing so.

The Nordborg (Denmark) conference of 1972 (*Agenda*, 1972) felt the need to develop a uniform methodology or approach to comparative adult education studies. The field moved from the stage of describing activities to that of a problem-oriented approach designed to discuss ways of different societies in solving common problems.

As indicated in the report the discussion was not restricted only to identifying problems and solving them, but the participants progressed toward a stage of looking for methods of comparing the techniques of problem identification and their resolution. The field set out on a journey from description through juxtaposition to analysis.

The conference became cognizant of:

a. the special traits of the adult education field;
b. some of the major problems facing the comparative

researcher and;

c. possible approaches to solving these problems.

The special traits of adult education included:

a. distinct features of the way adults learn;
b. international nature of the adult education movements in the post-World War II developing world;
c. the realization of the need for learning from each other among these nations;
d. the multi-disciplinary composition of national development planning teams, including educators of adults.

The major problem areas identified were:

a. vast socio-cultural variations among learners;
b. differences in conceptualizing various variables to be compared across nations, disciplines and individuals;
c. peripherality of adult education in the formal academic structures; and
d. dearth of materials as well as of trained comparative researchers in adult education.

The Nordborg conference recommended six approaches to tackle these problems with a view to progressing satisfactorily toward uniform comparative adult education methods:

a. to build upon the strong distinct features of adult education, such as: room for innovation, its relevance to real life situations and its direct impact on society;
b. to integrate adult education activities with the total national development and thus to contribute to socio economic planning data;
c. to improve communication among educators of adults and scientists;
d. to establish closer contacts and interaction between educators of adults and other social scientists involved in development activities;
e. to relate all these activities to the development of a theoretical framework for comparative adult education; and
f. to continue and promote these contacts at shorter intervals.

The 1972 Nordborg conference on comparative adult education was in some ways preparation for a larger UNESCO conference held in Tokyo later in the year. In other words it was a sort of strategic session of those interested in comparative studies in adult education, who wanted to draw the attention of other researchers and sponsors toward the urgent need for comparative adult education. The need for such studies in strengthening the field of adult education was further emphasized, which in turn would reinforce comparative studies themselves.

By the time *Comparative studies in adult education: An anthology* appeared on the scene in 1975, the realization had

become stronger about the gross inadequacies of the methodology of comparative adult education (Kidd, 1975). As a result, the debate on this subject became increasingly serious. Despite the wide variation in the quality of papers included in the *Anthology*, there was a clear evidence of some advance in the evolution of a methodology. First of all, closer cooperation of comparative adult education with comparative education on the one hand and with social sciences on the other had started. Not only were the comparativists in adult education drawing upon the works of established figures in comparative education, but also some of these figures themselves were contributing directly to the methodology of comparative adult education. Second, the students and the scholars of adult education were both borrowing techniques of comparative education and social science research and generating new ones better suited to comparative studies in their own field. UNESCO's efforts in diffusing knowledge in general and at spreading adult literacy and education in particular have been very successful through its establishment of and support for innovative national, regional and international institutes, documentation centers and other organizations. Supported by UNESCO, the European Centre for Leisure and Education at Prague took a keen interest in initiating, sponsoring and coordinating many projects related to studies in comparative adult education, which gave a tremendous boost to people who were engaged in developing a framework and methodology of conducting such researches.

While some educators of adults were still resisting the rush into theoretical pursuits in the face of the monumental problem of illiteracy in the world, others were afraid that too many diverse devices of comparative research were being introduced into the field without any regard to the nature of adult education, and some others again were assuring that a pattern and synthesis would emerge from the stage of initial heavy borrowing (Kidd, 1975). The relatively more obvious advances in methods or application included:

a. study of co-variances;
b. multi-method approach;
c. micro-analysis;
d. phenomenological approach;
e. social organization approach; and
f. cross-cultural analysis.

Comparativists in adult education were also able to learn Adams' (1975) seven major factors in comparative international education: a sense of national unity; the general economic situation; the basic beliefs and traditions; the status of educational thought; the languages and language problems; the political

orientation; and the attitude toward international cooperation. These factors were originally applied to a comparative analysis of education in general, but they equally suited the chemistry of adult education or perhaps more. However, the researchers in the field of comparative adult education were perhaps not equipped to deal with the content of these antecedent variables even at the level of cross-cultural sensitivity, let alone their being able to analyze them with regard to their ontological and institutional norms, their historical and socio-cultural rationale(s) or behavioral consequences at the personal and the collective levels. Bereday (1975) studied extension education as a movement in the field of adult education that cut across the vertical boundaries among elementary, secondary and further education and across the systemic lines of formal and non-formal education. The study of this amalgamating function of extension education according to Bereday can reveal a pattern behind the diversity of course offerings across a total education system, which is a point of confluence between comparative adult education and comparative education. The analytical approach was a mix of quantitative and qualitative techniques.

Halls (1975) uses a macro-comparative model of analyzing adult training systems based on the interplay of theory and practice on the one hand and on the other system analysis technique of inputs, process and outputs. He also offered an adaptation of his model used in the Council of Europe study of curricula. Its experimental design follows a five step process of:

a. elaboration of hypotheses;
b. analysis of goals and objectives;
c. sampling and instrumentation;
d. testing and data analysis; and
e. follow-up action.

Halls' model concentrated on the evaluation of specific curricula, following a macro-level analysis of the socio-economic contextual system.

Roberts (1975) discussed a system's behavior in terms of resources for lifelong learning determined by the social (societal) structure surrounding the learners. The factor that pre-determined the societal structure itself is the social philosophy of the influential members of that society who seek to bring about the structure in question. The nature and extent of learners' and societal needs are thus influenced by the social philosophy itself. However, the identified needs themselves are then responsible for subsequent changes in the social philosophy, societal structure and the resources used in delivering life-long learning opportunities for the generations to come.

At this stage of the evolution of suitable methods for

comparative studies of adult education, one could see a measure of awareness of the need for societal analysis not only from the perspective of social psychology but also from the viewpoint of philosophical values of the people involved in formulating social and educational structures and in providing resources for education of adults.

Still the two issues remained: first, the extent of utilization of the existing and proposed comparative adult education research models; and second, the origins of social philosophy itself.

Where do societal systems themselves get their views of the cause of the universe, of the self, or others in humanity, and of other natural objects or beings? Are all sources of these views sociological in nature, or are there some that are super- or extra-sociological in origin?

By 1981, when Charters and Associates compared some aspects of adult education in several countries, eight features related to comparative adult education became clearer:

a. the unique nature of adult education as compared with other kinds of education;
b. need for learning also from the developing world (not only the other way around);
c. redoubled emphasis on the need for the knowledge and understanding of the total cultural surroundings (including people's ideologies) of adult education systems compared across national boundaries;
d. identification of a large body of studies in comparative adult education;
e. recognition of eclecticism in methods as both a weakness and a necessity of comparative adult education studies;
f. need for better communication among comparative adult education researchers; and
g. a lack of soundness and rigor in methodologies and designs of research in comparative adult education.

Kidd (1981) reiterated the seven goals of comparative adult education which were part of the 1975 *Anthology*:

a. to become better informed about the educational system of other countries;
b. to become better informed about the ways in which people in other cultures have carried out certain social functions by means of education;
c. to become better informed about the historical roots of certain activities and thus to develop criteria for assessing contemporary developments and testing possible outcomes;
d. to better understand the educational forms and systems operating in one's own country;
e. to satisfy an interest in how other human beings live and

learn;

f. to better understand oneself; and

g. to reveal how one's own cultural biases and personal attributes affect one's judgement about possible ways of carrying on learning transactions.

These goals emphasized an objective understanding and analysis of adult learning activities. Kidd further added to them a few other goal areas, especially the use of comparative research data in national development planning in various countries.

Besides a wide variety of approaches to comparative adult education, Kidd (1981) also identified the extent of diversity of topics in comparative studies in adult education, and suggested a more in-depth and comprehensive historical analysis of them. The taxonomy of studies included: pre-systematic observations; comparisons of instructional methods; program effect studies; institutional comparisons; comparisons of practical application of adult education in different fields; sustained series of comparative studies; and cross-national studies.

Around the same time, Siddiqui (1980) conducted a comparative study of adult education in Kenya, Tanzania, Zambia, and Botswana and showed that the level of financing adult education in a society can be studied as a measure of its ideological commitment to education of its adult population.

Of special importance for researchers in comparative adult education are the seven propositions identified by Verner (1975) which still remain to be adequately tested. As has been pointed out earlier, there is a plethora of factual and descriptive studies in comparative adult education, but very little of theory-building has occurred in the field. Not to say that the researchers have not attempted to derive any principles but the level of success in this regard is not very encouraging. It is therefore essential for comparative adult education researchers to appreciate the multiple roles that principles play in the evolution of a discipline. The field is struggling with comparable facts, transportable projects, and transferable technology, without regard to any sound principles behind these efforts. The rationale behind the need for principles is their quality to predict, to control, and explain phenomena, to infer other principles from them and to utilize them in solving problems. The seven propositions identified by Verner are expected to remain useful for comparative studies for quite some time to come:

- Proposition one: Every society has a need for continuous learning, but the nature and content of the need varies from one to another so that a specific need existing in one society is not necessarily common to others.

- Proposition two: Different societies develop unique methods to meet their need for continuous learning; consequently a system of adult education established in one is not necessarily appropriate for another.

- Proposition three: The method developed to meet a specific need for learning in one culture is not necessarily suited to the same need in a different culture.

- Proposition four: A method developed at one place and time in one culture can be applied to the same need at other places at the same time in that culture.

- Proposition five: A method developed to meet a specific need in a culture at one time is not always suited to the same need in the same culture at a different time.

- Proposition six: A method developed to meet a specific need in a culture at one time may meet a different need in the same culture at a different time.

- Proposition seven: A method developed to meet a specific need in a culture at one time may meet a different need in a different culture at a different time.

These propositions are very well stated and may also be used to promote a wider exchange of adult education across cultural boundaries. However, while it is necessary to consider any existing cultural differences before transferring a technique or a method to another society, it is also vital for comparative adult education researchers to find ways of minimizing the differences themselves in the positive direction. This objective can be attained by studying the cultures through original sources, avoiding as far as possible the stereo-typifying literature on them. That is, the search for new internationalism ought to be based on a scholarly understanding of cultures, free from cultural colonialism and parochial prejudices (Pöggeler, 1987).

Kidd (1981) referred to a series of studies on similar (not necessarily the same) phenomena as "sustained approaches," in which Kidd included a lot of UNESCO supported long-term projects undertaken by both individual researchers and organizations:

a. compilation by UNESCO International Bureau of Education of commonly agreed definitions of terms, a system to be used by various nations in reporting statistical data on adult education activities;
b. the prime factors identified by the Centre for Leisure and

Education at Prague under the direction of Maydl, which have now become a base for a series of national and regional studies in Europe;

c. a framework for analyzing national legislation on adult education for cross-national comparisons developed by Titmus and Pardoen (1981);
d. Kulich's series of monographs on training in Eastern European nations and of annotated bibliographies;
e. a series of systematically collected data on impact of agricultural extension programs in North America, a framework usable in reporting data on other types of adult education activities;
f. Houle's (1975) model for comparative studies of continuing professional education;
g. national and international reports on adult education activities and studies that appear in the journal, *Convergence*, of the international Council for Adult Education;
h. the cross-national studies in Eastern Europe by Kranjc, (1975) Knoll (1981) and Savičević (1981), which can serve as valuable sources for comparative studies internationally;
i. several doctoral theses which have used sound and innovative research designs in studying various phenomena of adult education from the comparative international perspective and can provide comparative adult education researchers with useful tools of further research.

Savičević (1981) traced six major determinants common among the adult education systems in European socialist countries:

a. the nature of social structure;
b. development of science and technology;
c. democratization of education in general and adult education in particular;
d. acceptance of the philosophy of lifelong education;
e. linking labor and education as factors and ways of all around development of personality; and
f. a certain level of professionalization of adult education based on social needs and scientific research.

Before coming to the specific models of comparative adult education discussed at the 1987 conference on comparative adult education held at Oxford, U.K., its highlights ought to be summarized. At the time of the preparation for publication of Charters and Associates' *Comparing adult education: Worldwide* (1981), the full impact of the cultural upheaval in various parts of the world had not yet manifested itself. The initial reaction of comparative adult education scholars in the West to major events in the Third World of the late seventies and the early eighties was not as thoughtful and scholarly as it turned out to be at the

1987 conference.

The conference showed a greater awareness of the need for global exchange of values (not only of transfer of technology; hardware or software). This expression of need was based on the willingness to treat the entire world culture as the common heritage of the global village. A greater attention was to be paid to the similarities of human values than to their differences. But to discover these common features, the comparative adult education researcher had to shed off the multicolor coatings of the man-made, specious, and superficial differences.

Pöggeler (1987) called for a new internationalism, which can be realized only if certain preconditions of comparative scholarship are met:

a. more frequent and closer cooperation among experts carefully drawn from various nations, races, regions, and religions;
b. candid discussion of cultural values; and
c. in-depth analysis of socio-political and economic structures. The comparative adult education researcher should not only have a thorough knowledge of the world, but also be a polyglot. He ought to be a generalist capable of looking at all the major elements of the system rather than a myopic specialist.

Pöggeler further asserts: "The naive implantation of European or American educational systems into the Third World would not have taken place if the cultural transfer had been controlled by the aid of comparative research." He recommended more rigorous field research in the Middle East, Latin America, Africa: Anglophone, Francophone, and Islamic.

Pátek and Savický (1987) emphasized the need for more intense study of the human factor from the standpoint of universal ethics and morality rather than from that of narrow economic or political interests. They believe that the so-called modern educational system, spread across the world through political power, is based on the 16th century thinking of inordinate individualism devoid of social responsibility. The world calls for a new system of education founded upon dialectical and comprehensive values of science, morality and universalism. They emphasized the need for unprecedented cooperation in finding the truth and a new view of the world, the man and the educational system based on the ideological (not sociological) approach to world problems.

Höghielm (1987) dealt with comparative adult education in the specific context of Nordic countries and thus identified two basic conditions conducive to comparative studies in adult education:

a. availability of basic comparable data; and
b. awareness of the need for analyzing effects of different

strategies for strategic planning.

Höghielm's model consists of three components to be analyzed: public policy, effect on performance and instruction, which he respectively describes as formulation, planning, and implementation contexts.

Bron-Wojciechowska (1987) reported an interesting study of the level of equality of adult educational opportunity in four countries: Poland, Yugoslavia, the United States of America, and Germany. The comparative study was designed in two stages:

a. 'macro,' meaning a comparison between educational policies and social realities; and
b. 'mezzo,' meaning a comparison between educational policies and adults' access to education.

The findings led to the conclusion that merely looking at usual and commonly studied elements of the system might not be sufficient and that a combination of other factors need looking into.

Stock (1987) expanded the 1965 model of King, in his tripartite comparative study of immigration in three commonwealth nations: Australia, the United States of America, and Canada. King's model consisted of three elements: conceptualization, institutionalization, and operation. Stock utilized the following four components in his analysis of the systems in the nations compared:

a. historical context;
b. concepts, plans and rules;
c. institutions, agencies and curricula; and
d. operations, perceptions and conclusions.

Kulich's (1987) study dealt with the problem of determining the extent to which educators of adults in eleven nations were able to learn about adult education in other countries from their own national adult education journals. He offered a four step content analysis model to find answers to his major comparative research question covering the period from 1972 to 1986. The four steps were:

a. number of pages given to articles dealing with domestic and foreign themes;
b. number of articles on domestic and foreign themes;
c. classification of content of the articles on adult education abroad; and
d. number of book reviews dealing with domestic and foreign themes.

The model assumed that educators of adults learned about adult education in other nations primarily from their own national adult education journals.

Bron, Jr. (1987) emphasized the broader view of comparative

adult education by stating that its researcher had to go beyond mere categorization of data, and is expected to add to the existing generalizable cross-cultural concepts and principles as well as to the knowledge about each of the individual systems composed. Bron drew attention to the five major pitfalls in comparative adult education research: comparing the self-evident; researcher's biases; excessive preoccupation with quantitative data at the expense of larger cultural factors; failure to see the system as a whole; and finally mere descriptions devoid of a comparative analysis.

According to Krajnc (1987), comparative adult education research was one of the most vital needs to resolve contemporary educational crises. The author proposed three possible research approaches:

a. comparison of total systems of adult education;
b. identification and analysis of the most typical phenomena of a single system to be compared with those of the other system(s); and
c. selection of a single phenomenon common between/among systems to be compared with a standard research instrument.

An eight-step model of developing effective comparative adult education research teams was also proposed by Krajnc:

a. provision of information on all concerned systems;
b. clarification of values and attitudes associated with each single system;
c. evolution of the team ideology through synchronization of diverse views, based on consensus or conceptualization and operationalization;
d. ensuring faster and better communication among team members;
e. incorporation of sub-studies into the research system;
f. orientation of new members into the team through the first four steps;
g. formation of specific-interest sub-teams; and
h. coordination of efforts of the sub-teams.

Significant Events in Comparative Adult Education

In view of the interrelationships between comparative adult education and comparative education on the one hand and between adult education and comparative adult education on the other, there are quite a few common events and activities. Though not comprehensive, the selection covers the major meetings of scholars, publication of important works, and the starting points of sustained efforts pertinent to the comparative adult education movement.

1917 Introduction of the Jullien Plan to the Anglophone world

through its publication

1949 International Conference of Adult Education (UNESCO) held at Elsinore, Denmark

1958 Publication of *Adult education: A comparative study* by Robert Peers

1960 World Conference on Adult Education (UNESCO) held at Montreal, Canada

1960 Founding of the International Congress of University Adult Education (ICUAE)

1963 Presentation of Rosello's paper on comparative education at Hamburg

1964 Publication of *History of Islamic origins of Western education* by M. Nakosteen

1966 First International Conference on The Comparative Study of Adult Education at Exeter, (NH), USA

1967 First graduate course in comparative adult education offered by the Ontario Institute for the Study of Education

1970 Founding of the International Council for Adult Education (ICAE)

1970 Start of publication of series by Kulich of annotated bibliographies on adult education in Europe

1972 International Experts' Meeting "An Agenda for Comparative Studies in Adult Education", Nordborg, Denmark

1972 Third International Conference on Adult Education (UNESCO), held in Tokyo, Japan

1972 World Congress of Comparative International Education Societies, Ottawa, Canada

1975 Publication of *Comparative studies in adult education: An anthology* by Clif Bennett, et al.

1981 Publication of *Comparing adult education: Worldwide* by

Alexander Charters & Associates

1983 Publication of *Adult education in Europe*, by P. Maydl et al.

1985 Fourth International Conference on Adult Education (UNESCO) held in Paris, France

1987 Comparative Adult Education Conference (Open University), held at Oxford, U.K.

1988 International Seminar on Comparative Research in Adult Education organized by Centro Europeo Dell'Educazione (CEDE), held at Frascati (Roma), Italy

Conclusions

Ever since the inception of the new comparative adult eduction movement in the mid-1960s there has been a constant search for effective methods of studying adult education from the comparative perspective. The needs, as they were perceived by educators of adults, included appropriate human and material resources.

The human resources meant properly educated and trained scholars who could identify the real issues, problems and prospects of studying adult education theories and practices world-wide; in this way they could learn from each other and could actually conduct such studies by adapting or devising sound methods and designs suited to the nature of the topic at hand. They could also coordinate these efforts to bring out their results, in a timely fashion, to the practitioners in the field of adult education.

The material resources mainly meant the time and money available to comparative adult education researchers. The field has come a long way in a little over two decades. A wide variety of studies have been carried out but they have not yet been categorized or brought together in a single volume.

The field can benefit immensely from comparative studies of adult education principles and practices in Africa, Asia, and Latin America besides those in the West. This monograph has particularly attempted to cover these areas. Of special mention are the works by Djait (1985), Fafunwa (1982), Nakosteen (1964, 1965), Yamaguchi (1987), and Yousif (1978), which emphasize the mutual indebtedness of the East and the West and which therefore are a must for anyone interested in comparative adult education.

Comparative adult education is basically a research field growing out of comparative education, international education, adult education, as well as social sciences. However, most of the studies

that have so far been carried out fall into evaluative research (Ely, 1981), rather than into theoretical research in terms of rigors of reliability and validity. In other words, although many comparable issues, concerns and phenomena have been identified, the problems of how to study them properly across political, cultural and ideological boundaries still persist. Studies in comparative adult education by their very nature call for team efforts covering diverse territories in more senses than one and thus pose complex problems of cash, commitment, cognition and coordination. UNESCO's support in overcoming some of these problems has been phenomenal, as has been the support from many regional and international adult education organizations worldwide.

There is a growing awareness among educators of adults of the symbiotic relationship between adult education and societal development on the one hand, and on the other between adult education as a field and comparative adult education as a sub-field. Also the frequency and quality of contacts among educators of adults are increasingly understood as vitally significant for the enhancement of both the field of adult education and those who are part of it.

Consequently, there is a strong evidence of growing new internationalism as well as of the awareness of the need for global exchange of values across societal systems and ideologies. The entire world is moving toward the concept and practice of life-long learning. There is an increased willingness, especially in the West, to learn from others (Charters, 1981) something that was rare during and soon after the European colonial period. This attitude certainly bodes well for enhanced understanding among nations and cultures, global peace and justice, through studies in comparative adult education.

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PART II

AN ANNOTATED RESOURCE GUIDE

Part II: AN ANNOTATED RESOURCE GUIDE

Part II includes only items that are in the English language.

Information about the selection of items is stated at the beginning of each category.

Considerable leeway has been given in selecting items in that some of the categories are not strictly in accordance with the definition of comparative adult education that has a focus at the international level.

In Part I it has been stated that comparative adult education is an offshoot of adult education, international education and comparative education.

In some categories, e.g. A2, an attempt has been made to be inclusive and in the other categories, items have been selected. The authors regret omissions and would appreciate information from the readers.

The items have been placed in only one category without any cross reference. Accordingly, the reader may have to look for appropriate items in more than one category.

Key to location of resources:
1. ERIC* (e.g. ED 268922)
2. SUREA** (e.g. SUREA:PF)
3. Library of Congress (e.g. LC 5215 H4 M37) call number
4. World Congresses of the World Comparative Education Societies

The authors recognize the contribution of ERIC and CIES in abstacting articles for the Guide. They are reproduced here with full appreciation.

* Educational Resources Information Center, U.S.A.

** Syracuse University Resources for Educators of Adults, Syracuse, NY 13244, U.S.A. (PF = resource is available in the pamphlet file of SUREA).

A1 - ITEMS RELATED TO COMPARATIVE EDUCATION AS A FIELD OF STUDY

Selection has been made to include items that provide historical perspectives; a crosssection of items; field; and items indicating current trends and activities.

At least one item has been selected from the writing of most of the major contributors to comparative education.

These items were selected to give context to the field of comparative adult education and accordingly include only a few items that compare specific programs, activities and other topics.

- "A draft bill establishing a legal framework for higher education." (1982) *Western European education*, 14 (1), 70–130. EJ268992 ERIC

Contains the text of legislation defining the legal framework of higher education in the Netherlands. The law provides for the regulation of education in universities, post-secondary vocational institutions, the open university, and all other forms of continuing higher education.

- Adams, Don. (1987) "Social paradigms and educational planning models." CIES/87 (SUREA:PF)

The many distinct approaches to educational planning described in international literature indicate a wide range of assumptions about planning, either as a descriptive or normative process. Different purposes, actors, and methodologies are implied, suggesting that the various definitions may be embedded in contrasting social theories or paradigms. In this paper the planning definitions are grouped into two general models and these are associated with hard systems and soft systems thinking. The paradigmatic contexts of these conceptualizations are then examined. The implicit proposition in this paper is that a recognition of paradigmatic diversity and the contribution multiple paradigms can bring to planning greatly enrich both theory and practice.

- Adams, Donald K. (ed.) (1966) *Introduction to education: A comparative analysis.* Belmont, CA: Wadsworth Publishing Company. LA 132 A28

The book is divided into four distinct parts of the general theme: the relationships between various components of a culture and its educational content and structure. It is a collection of short essays on these components, all arguing for social determinism. There are studies that deal with general principles on these relationships, complete with problems and strengths of educational systems in specific societies, such as the Philippines, Kenya, India, France, U.S.A, Yugoslavia, Soviet Union, and U.K. Mention is also made of certain features of education in Europe and Africa generally.

- Altbach, Philip G. & Kelly, Gail P. (eds.) (1986) *New approaches to comparative education.* Chicago: The University of Chicago Press.
  (Countries covered: worldwide)
  (ideology, foundations, research, methods, learning, teaching)

The main emphasis of this book is upon innovation and diversity of research methods and techniques related to studies in comparative education. New viewpoints, approaches, and orientation have been identified by the editors as criteria to include these papers originally published in *Comparative education review*. The volume thus offers a historical analysis of comparative education research. These papers have been classified into three parts. After the introduction, Part I includes presentations on new currents and critiques. Part II consists of articles related to reflections in the field, and Part III concentrates on methodological considerations in comparative education research. Then the two editors have summarized the findings of the papers included in the section entitled Conclusions.

- Altbach, Philip G., et al. (eds.) (1982) *Comparative education.* New York: Macmillan Publishing Co., Inc. LA 132 C5967
  (Countries covered: worldwide)
  (goals, foundations, systems, agencies)

Intended to serve as a graduate level textbook in comparative education, this book attempts to cover salient issues facing educational systems all over the world. This focus is a departure from typical works in this field which have traditionally concentrated on descriptions of national systems of educational organization, content, and operations. The book consists of ten different parts besides the introduction: (1) world trends in education; (2) education and development; (3) national educational policies and their implications; (4) school and classroom practice; (5) achievement outcomes of schooling; (6) status outcomes of schooling; (7) educational reforms in non-socialist societies; (8) educational reforms in socialist societies; (9) new directions in comparative education; and (10) overview.

• Archer, Margaret S. (ed.) (1972) *Students, university and society: A comparative sociological review.* London (UK): Heinemann Educational Books. LA 132 S843
(Countries covered: see below)
(foundations, learners, research)
This book contains, after an introduction, ten essays by different authors on the relationship between social and educational structures. The emphasis is on cross-cultural differences among various societies and not on commonalities. Different features of an educational set-up have been related with the determining factors and antecedents within the respective societal structure. Three essays cover a variety of major problems and prospects, and suggest that, instead of looking for solutions common across nations, one ought to investigate into concerns and issues from the perspective of specific sociological factors responsible for generating those problems in a given society. The ten nations studied are: Czechoslovakia, Poland, U.S.S.R., Spain, France, West Germany, Italy, Britain, Spain, and U.S.A.

• Beauchamp, Edward P. (1985) *Bilingual educational policy: An international perspective.* Bloomington, IN: The Phi Delta Kappa Educational Foundation. LC 3736 S6 B4
This brief essay deals with the international viewpoint of bilingual education policy. The author introduces the subject by pointing out that the issue of bilingual policy is global, contrary to the common American belief. He traces the history of bilingual education in America, and then moves on to analyzing one by one bilingual experiences of three nations: Soviet Union, China, and Canada. The final section of the essay derives a few lessons for the United States of America. First, their attempts at bilingual education are political in nature and motivation rather than pedagogical. Once they recognize this political nature of it, they can properly understand the true nature of the current debate on the subject. Second, they ought to understand that bilingualism has a very long history, in the light of which they can manage their bilingual problem more easily. Third, they may be better able to analyze the reason for their successes and failures in this regard if they carefully study how other cultures have tackled their own language problems. Finally, learning from other cultures calls for special training which Americans lack. It is therefore essential that they understand how to benefit from the experiences of other nations.

• Bereday, George Z. F. (1964) *Comparative method in education.* New York: Holt, Rinehart and Winston, Inc. LA 133 B4
(Countries covered: Poland, France, Turkey, United States,

U.S.S.R., England, Germany, Columbia)
(foundations, methods, resources, research, teaching, agencies)
Bereday's book is divided into four parts. Part I consists of two chapters and lays down the theoretical foundations of comparative education. Part II contains four chapters mainly focusing upon the contents of education. Part III comprises three chapters dealing with factors involved in preparing learners for education. The last part, composed of three chapters, is a discussion of educational research, educational agencies, and resources in print. The main rationale for comparative education is said to be man's intellectual curiosity to learn from others in terms of cultural variety, issues, and systems designed to deal with these concerns.

- Bowen, H. R., & Duglass, G. K. (1971) *Efficiency in liberal education.* Berkeley, CA: The Carnegie Commission on Higher Education. LB 2342 B64
(Countries covered: worldwide)
(costs, methods, economy)

This report on costs-efficiency analysis describes the methodology of comparing cost inputs and efficiency outputs of tertiary education in the context of a hypothetical American liberal arts college. The authors subject six alternative modes of instruction to a special analysis: conventional instructional mode featuring the introduction of large classes; programmed independent study; tutorials combined with independent study; independent study aided by modern educational technology; and a mode using certain features of all the others. They conclude from this analysis that all modes of instructions have value. The consideration ought not to be merely based on economic consideration but the quality of instruction and its outcomes should be given greater importance in policy decision-making.

- Brickman, William. (1974) *Bibliographic essays on curriculum and instruction.* Norwood, PA: Norwood Editions. LB 1570 B78
(foundations, teaching, resources, methods, programs)

The writer of these bibliographic essays stresses the fact that the content and methods of teaching various subjects have undergone tremendous changes for different reasons. He has summarized these developments in the context of instruction in foreign languages, reading, social studies, and religious education. Besides, there are sections entitled Introduction, Audiovisual, and Miscellaneous.

- Brickman, William M. (ed.) (1973) *Comparative education: Concept, research and application.* Norwood, PA: Norwood Edition. LA 132 C62 1976
(Countries covered: U.S.S.R., U.S.A.)

(learner, methods, teacher)
Brickman has met in this volume, originally published in 1965, the persistent demand for the proceedings of the conferences on comparative education held at New York University during 1954–59. The themes covered in it include: (a) the role of comparative education in educating teachers, (b) the teaching of comparative education, (c) comparative education, a symposium, (d) comparative education and foreign educational service, (e) teaching about Soviet education, and (f) research in comparative education. The first section, which serves as an introduction to the volume, is on the genesis and early development of the Comparative and International Education Society. Brickman cites efforts in Germany and Japan as harbingers of a movement to transform comparative education into an intellectual and academic, as well as professional, discipline.

- Broadfoot, Patricia et al. (eds.) (1981) *Politics and educational change: An international survey.* London: Croom Helm. LC 71 P58
  (Countries covered: U.S.A., West Europe (general), U.K., France, Sweden, China, Bangladesh, Thailand, New Hebrides, Chile)
  (foundations, policies, programs, agencies, systems)

This book is a collection of papers which have been written with two things in mind. First, they offer a theoretical framework for analyzing government policies and their impact on educational systems in various nations. And, second, they are also case studies which seek to analyze educational change emanating from policies in about nine countries or regions. The book contains thirteen chapters including the Introduction. The papers that are not case studies but provide a model or any other theoretical component have focused upon subjects such as: the changing nature of educational politics, political analysis of education, roles and goals of different levels of educational systems, and the context of education.

- Brock, Colin. (1987) "On the questions of scale in comparative education." CIES/87 (SUREA:PF)
  (Countries covered: worldwide)
  (systems, research)

In respect of scale, the predominant dimension throughout the development of comparative education to date has been the national frame of reference. The paper sought to investigate the limitations placed on comparative study by this tradition in respect of realizing its potential contribution to the understanding of patterns of educational provision and performance. Other parameters of comparison were considered, from local to global;

temporal as well as spatial. In respect of the national parameter itself, the potential of the study of small systems and countries for developing modes of comparison was emphasized.

- Clark, Burton R., & Youn, Ted I. (1976) *Academic power in the United States: Comparative historical and structural perspectives.* Washington, D. C.: The American Association for Higher Education. LB 2322 C6
  (Countries covered: United Kingdom, U.S.A., and some European countries)
  (ideology, foundations, agencies)

This study describes the nature and structure of academic power in American higher education and compares it with the British and Continental European modes of academic organization. It is pointed out that structured power provides influence to certain groups, systematically backs certain values and viewpoints at the same time subordinating others, and determines whether activities will be influenced by monopolistic or pluralistic forms of participation. Clark and Youn believe that history has favored this country by providing it with a structure well suited to the diverse missions and needs of American institutions, with the capability of responding adaptively to both present and future demands. The book describes this in five topics and offers a bibliography at the end.

- Clark, Burton R. (ed.) (1984) *Perspectives on higher education.* Berkeley, CA: University of California Press. LC 378 P432
  (Countries covered: U.K., Australia, Latin America, West Germany)
  (systems, administration, policy)

The book looks at various views on higher education as seen by collegiate administrators. Harold Perkin writes on the historical perspective of higher education. The political view and the issues and perspectives of it is covered by Maurice Kogan. The economic approach and the finance of higher education is handled by Gareth Williams. Burton Clark deals with the organization conception and the Master Matrix. Trends in government, and university relations and dimensions of institutional status are covered in the analysis of status written by Martin A. Trow. The cultural view and the cultural approach are covered in the writings of Tony Becker. The focus on scientific activity is done by Simon Schwartzman. The three dimensions of change are covered under the policy perspectives written by Ladislav Cerych. The book begins with the history of the subject, and ends with policy studies, and deals with eight ways of imagining and penetrating systems of higher education to understand better how they operate

and why as they do, and how and why they relate to certain other sectors of society. These presentations should be of interest to professors, students, administrators and laymen who are curious about the policies of nations in developing and disseminating higher education.

- Clignet, Remi. (1974) *Liberty and equality in the educational process: A comparative sociology of education.* New York: John Wiley & Sons. LC 191 C54
  (Countries covered: Belgium, Brazil, Cameroun, France, West Germany, Ghana, U.K., Hungary, Italy, Ivory Coast, Japan, Liberia, Spain, Switzerland, U.S.A., U.S.S.R., Yugoslavia)
  (ideologies, foundations, systems, institutions, policies)

This book largely deals with various problems that educational institutions are facing. The author stresses the need for a particular theoretical and methodological framework before a thorough assessment of these problems starts. According to the proposed framework, the primary task for the sociologists is to identify the form, the magnitude, and the universality of different societal patterns of interaction between schools and societies. The book is divided into two broad parts. Part I seeks to examine the relationships between education and other social institutions, such as family, economy, politics, and religion. Part II deals with the impact of this interaction on students and school personnel as well as their reaction to societal pressures. The analysis also includes the effect of society on curricula, student attitude and performance.

- Delde, Isabelle. (1980) *The school education of girls.* Paris: UNESCO. LC 1481 D4

The book is about education for girls since the conditions under which girls obtain education are somewhat obscure. The objective of the book is to cover three questions: Are the same number of girls and boys admitted to school? Does their schooling follow the same pattern? Are these two aspects related? The author wants to examine the factors which differentiate girls and boys in a given context since there are sociological differentiations between the two genders. First, the book provides statistical data about enrollment and attendance of girls and boys. Then, it gives information about the school career of boys and girls (progression, flows, expectations, evolution, disparities and particular forms of wastage among girls.) Third, it provides an attempted classification to the questionnaire concerning conditions affecting enrollment and associated with maximum wastage among girls. Finally, it offers the results of the research and outlooks for the future, and has implications for provision of alternative forms of education to this disadvantaged segment of the society.

- Farrell, Joseph P. (1979) "The necessity of comparisons in the study of education: The salience of science and the problem of comparability." *Comparative education review*, 23 (1), 3-17. biblio.

- Fraser, Stewart E. & Brickman, William M. (1968) *History of international and comparative education.* Glenview, IL: Scott Foresman & Co. LC 1090 S7

- Gezi, Kalil I. (ed.) (1971) *Education in comparative and international perspectives.* New York: Holt, Rinehart and Winston, Inc. LB 41 G495
  Countries covered: New Guinea, Philippines, China, Latin America, U.S.A., U.S.S.R., Ceylon, Ghana)
  (foundations, research)

In the sixties, there was a growing interest among educationists, psychologists, economists, historians, etc. in the cross-cultural study of education. This book is designed to highlight this approach by examining education cross-culturally from the anthropological, sociological, historical, political and economic standpoints. The articles in the book reflect the growing contributions of the several social science disciplines to the study of comparative and international education. It also aims at bringing together comparative cross-cultural data and historical international materials. The first part discusses theoretical perspectives, the second education and cultural change, the third education and the social system, the fourth education and political development, the fifth education, ethnicity and integration, and the sixth economic development and education.

- Hans, Nicholas. (1967) *Comparative education: A study of educational factors and traditions.* London: Routledge & Kegan Paul Limited. LA 21 H3
  (Countries covered: Europe (in general), U.S.A., U.K., France, U.S.S.R.)
  (ideology, foundations, systems)

This book, primarily intended to serve as a course book for graduate students, has also been written with the general public in mind. It covers the historical background of educational traditions in Europe. Divided into four parts, it, first of all, defines comparative education and its scope. Then, part I deals with natural factors of educational values and systems which include race, language, and geographic and economic factors. Part II gives an in-depth treatment to religious traditions of Europe, including the contributions of Islam to revival and promotion of learning. Part III deals with secular movements such as humanism, socialism,

nationalism, and democracy. The last chapter analyzes, historically as well as in terms of value systems, the four democratic systems: England, U.S.A., France, and U.S.S.R.

- Harris, W. J. A. (1980) *Comparative adult education: Practice, purpose and theory.* New York: Longman. LC 5215 H294
  (Countries covered: worldwide)
  (ideology, costs, policies)

First of all, Harris defines various perspectives of adult education. Then each of the remaining sections deals with a single comparative dimension (provision pattern, resources, international, historical, attitudes, politics, institutional methods, learning, and comparative concepts) by which he anlayzes adult education in different countries. Three of these articles are case studies. The two appendices at the end are: (a) international conferences from 1925 to 1978, with data on the types (bilateral, regional, extra-regional, and world), year held, place and country, theme, sponsorship, and attendance; and (b) a bibliography of comparative studies.

- Hermanns, Harry et al. (eds.) (1983) *The compleat university.* Cambridge, MA: Schenkman Publishing Co., Inc. LB 2341.8 G3 C65
  (Countries covered: West Germany, Sweden, United States)
  (foundations, policies)

The objective of this volume is to contribute to the development of comparative higher education and provide a more rational basis for it. It includes papers presented at a conference held in December 1980 in New York and a second one held in September 1981 in Kassel. It consists of sixteen essays. The open admissions policy of the City University of New York, admissions and structural reforms of higher education in Sweden and comprehensive universities in the Federal Republic of Germany are presented.

- Holmes, Brian. (1981) *Comparative education: Some considerations of method.* Boston: George Allen & Assoc. LA 133 H64
  (Countries covered: worldwide)
  (models, research, methods, foundations)

This volume contains nine articles Holmes had produced over a period of 25 years preceding its publications in 1981. The author intends to link his perceptions of the five theoretical processes he had developed earlier with his theoretical framework based on the contemporaneous debate in the philosophy of social sciences. The five processes are: (a) the identification and analysis of problems to which at least some of the assumed solutions are educational;

(b) the classification of educational data and information about its associated infrastructure; (c) the establishment of ideal-typical normative models designed to facilitate some understanding and comparison of overt aims and internalized attitudes which influence the way national school systems are run; (d) the analysis and comparison of the ways in which policies are formulated, adopted and implemented; and (e) the prediction, under known circumstances, of the outcomes of adopted policy or of possible outcomes of proposed policies. Through his proposed framework, Holmes hopes to show how it is applied to research and can help reform the current educational system. He analyzes the idea of major non-Marxist sociologists by distinguishing between the concerns of comparative education as a 'pure' social science and those as 'applied' social science. He takes a special note of the methodological considerations out of which comparative education has been born. He suggests some principles for problem 'identification,' analysis and classification. Using a systems analysis approach, he points to possible outcomes of certain policies. In the end, he describes a few ideal-typical models of measured global significance.

- Holmes, Brian (ed.). (1985) *Equality and freedom in education: A comparative study.* LC 75 E68
  (Countries covered: England, Wales, France, U.S.A., U.S.S.R., China, and Japan)
  (foundations, learners, methods)

The book revolves around the problems associated with the equalization of opportunity, access, provision and outcomes in education and the retention of the right of parents to educate their children in accordance with their wishes. The dilemma finds a different expression in each of the national systems described in this volume. Each author writes on the basis of an expert knowlege of the system concerned. The intention is to provide a readable, authoritative account of education in some major countries for interested lay people and students of comparative education.

- Holmes, Brian, & Van de Graaff, John. (eds.) (1973) *Relevant methods in comparative education.* Hamburg, West Germany: UNESCO Institute of Education. LA 133 R44
  (Countries covered: worldwide)
  (ideology, foundations, systems, methods, models, research)

This is the second report in a series on the subject of relevant methods in comparative education. The first, which was published in 1963, was based on two main questions: how to identify and organize the relevant data, and how to trace causal variables of

education and to relate them to its planning and practice. The major theme of this volume, which contains a number of papers contributed by different authors, is divided into three sub-themes: (1) the general characteristics of scientific methods and their implications in social science inquiries; (2) the use of theory and models; and (3) specific methods and techniques in comparative education. Besides the Foreword, the Introduction and the Appendix, the book contains five parts: (1) general problems of scientific methods; (2) some theoretical methods for comparative education; (3) research and research methods in comparative education: challenge and response; (4) reports of working groups; and (5) international cooperation in comparative education research.

- Husen, Torsten. (1986) *The learning society revisited*. New York: Pergamon Press. LC 75 H87

This collection contains six essays on national and international policies of educational reform, and the socio-political, economic as well as pedagogical characteristics determining these policies. Also, the essays seek to explain as to how reform policies themselves have impacted on certain determining factors in various contexts. The titles for these essays are: (a) research and policy-making; (b) educational reform; (c) equality and meritocracy; (d) impact of education on career; (e) international and comparative dimensions; (f) and present trends and future perspectives. The comparative analysis does not span any cross-cultural features, but focuses on governmental decision-making processes as they relate to the democratization of education in various nations. The book also compares the relative impacts of academic research on the one hand and of practical solutions based on real-life problems on the other.

- Jones, Phillip E. (1971) *Comparative education: Purpose and method*. St. Lucia, Queensland: University of Queensland Press. LA 126 J65
  (Countries covered: worldwide)
  (purposes, methods, models)

Jones ascribes comparative studies to the human need to arrive at better decisions. He feels a lack of one single textbook on purposes and methodology of such studies, a gap which he says his book fills. Having analyzed various approaches to the study of comparative education, he finds a pre-history of this discipline in the 19th c. and then traces its history in the ideas of Kandel, Hans, Mallinson, Lauwerys, and Moehlman. The main body of the book deals with the search for its scientific methodology, followed by a deeper analysis of its purposes and methods. Finally, there is a guide for students to major sources and collection of data in

comparative education.

• Mallinson, V. (1975) *An introduction to the study of comparative education.* London: Heinemann. LA 128 M34
(Countries covered: U.S.A., U.S.S.R., some western European nations)
(policies, programs, methods)
This book provides a conspectus of the contemporary scenes in matters of educational policy and practice in Western Europe and their results. The United States of America and the U.S.S.R. are also considered. The book has the diagrammatic representation of each of the educational systems in different countries of Western Europe, the United States and the U.S.S.R. It deals with different aspects of education in terms of different levels of education, aims of education and different applications of education to life.

• Mallinson. (1980) *The western European idea in education.* New York: Pergamon Press. LA 621 M34
(Countries covered: Belgium, England and Wales, France, West Germany, Italy, Sweden, Denmark, Holland, Norway, Switzerland)
(history, foundations, methods, teaching)
The book has grown from seminars and tutorials over the last few years with students of contemporary European studies and from the School of Education. The author feels that the study of education on a comparative basis must provide the only reliable guide to what different countries and different generations have meant at different times by that teasing and often misused word, culture. He believes that only history can enable us properly to understand how educational ideals have been located and then transformed to be made to work to further the cultural aspirations of a given people. The book covers topics such as cultural heritage, traditional elements in European education, basic schooling, technical and recurrent education, educating teachers, and dilemma in universities, etc. A bibliography appears at the end of the book.

• Markham, James W. (ed.) (1970). *International communication: As a field of study.* Iowa City: Publications Department, University of Iowa.
(Countries covered: U.S.A.)
(programs, methods, research)
The book is a collection of reports and papers which critically examine the state of education in international and comparative communication studies in American universities. The papers grew out of a National Symposium on the Study of International

Communication held in March 1969, at the Wingspread Conference Center of the Jonson Foundation at Racine, Wisconsin. There are five parts in the book, which cover exhaustively the above-mentioned areas. Every chapter is a paper presented by a specialist in the field. The first part talks about new dimensions in professional education; part two discusses the internalising of curricula; part three centers on graduate studies; part four deals with research problems; and part five gives a summary, review and recommendations of the symposium.

• Miller, T. W. G. (1968) *Education in South-East Asia.* Sydney: Ian Novak Publishing Co. LA 1051 M5
(Countries covered: Pakistan, India, Ceylon, China, Indonesia, Malaysia, Thailand, Japan, and some other Asian nations)
(foundations, history, teaching)

The primary purpose of this book is to introduce students and others interested in comparative education to the evolution, structure, problems and prospects of education in South Asian countries. The opening chapter gives a general overview of educational development and conditions in the area, particular consideration being given to educational traditions, magnitude of educational challenge, impediments to rational and educational progress, achievements in education and major developmental trends. The succeeding chapters deal specifically with education in Pakistan, India, Ceylon, Indonesia, Malaysia, Thailand, the Philippines, People's Republic of China, and Japan. Special attention is also given to the teacher, his place in the system and to an assessment of the educational situation as well as its problems and prospects.

• Nakosteen, Mehdi. (1964) *History of Islamic origins of Western education.* Boulder, CO: University of Colorado Press. LA 99 N3
(Countries covered: worldwide)
(ideologies, foundations, history)

This book traces the real origins of the modern Western thought. Nakosteen summarizes the rationale for his work by stating: "In any survey of the history of Western education, we may bypass the Sino-Japanese civilizations and refer only occasionally to Hindu culture without doing considerable damage to our knowledge and understanding of the evolution of educational theory and practice in Europe and the United States. But to overlook the complex of cultural patterns that comprised the Middle Eastern Civilization of the pre-Christian and early Christian centuries and to neglect the phenomenal development of Muslim learning and educational institutions during the "Medieval" centuries, between 750 and 1350,

is to ignore some of the basic foundations of our Western traditions and the lasting significance which they have in our Western mode of life." Besides the introductory note, the book consists of nine chapters and five voluminous appendices. The chapters are: (1) the cultural, political, and religious setting; (2) classical foundations of Muslim education; (3) the nature and scope of Muslim education A.D. 750–1350; (4) the library as an educational center in Islam; (5) Muslim educational classics, A.D. 750–1350; (6) Saadi's reflections on education and the art of living; (7) the creative–adaptive period of Muslim education; (8) creative scholarship in Muslim education, continued to A.D. 1300; and (9) the transmission of Muslim learning and Europe's intellectual awakening.

• Navarro, Richard A. et al. (1987) "Research and policy analysis in developing countries." Paper presented at the 31st Annual Conference of Comparative International Education Society. Washington, DC, (March 12–15). (SUREA:PF)
(Countries covered: Sri Lanka and other LDC's)
(policy, research, methods)

Western-sponsored research in developing countries has frequently been characterized by a lack of policy impact. Recognizing this weakness, an explicit component of the BRIDGES Project (Basic Research In Developing Education Systems) is policy relevance. In this paper, approaches designed to maximize the use made of qualitative research by policy analysts and decision-makers are discussed. Specific examples taken from the development of the BRIDGES Project research design for Sri Lanka are presented.

• Noah, J. J., & Eckstein, M. A. (1969) *Toward a science of comparative education.* London: The Macmillan Company. LA 132 N56
(Countries covered: worldwide)
(foundations, models, research, systems)

This is one of the seminal works on the science of comparative education from the 1960s when the discipline has already come of age. However, the quantitative analytical studies were still few and far between. The book is divided into four parts. Part I: the Development of Comparative Education deals with earlier efforts at formulating the discipline and states fundamental principles of its science. Part II: The Method of Science spells out the general explication and design processes of the scientific methodology applied to social science research and their primary applications to comparative education. Part III: The Method of Science in Comparative Education gives the specific research processes applied to various cases of research in comparative education. Part IV:

Conclusion is an effort at formulating a theoretical framework for the study of comparative education. The two appendices are: (1) Further Data and Manipulations on Two Model Hypotheses; and (2) Some Sample Hypotheses for Testing.

- Perkins, James (ed.) (1974) "Comparative higher education: Relevance for policy making" by L. Cerych. "Comparative higher education: A U.S. view" by McGurn, George. New York: International Council for Educational Development. LA 227.3 C44
  (Countries covered: worldwide)
  (administration, foundations, research)

This occasional paper volume Number 10 of ICED includes two papers which attempt to reconcile two opposite views. One assumes that educational problems and solutions are nation-specific and, therefore, comparison can lead to dangerous errors. The other says that knowledge knows no real national boundaries. Perkins states in his foreword that similarities as well as differences must be kept in mind and, that therefore, we can, with due caution, learn from others.

- Raudenbush, Stephan, & Schwille, John. "Policy implications of the use of different parameters to examine the distribution of schooling outcome in developing countries." Paper presented at the 31st Annual Conference of Comparative International Education Society. Washington, DC, (March 12-15). (SUREA:PF)
  (foundations, policy, evaluation)

Although the choice of outcome measures is crucial to the study of school effectiveness, the choice of which parameters to study may be of equal importance. This paper discusses the implications for policy analysis of using parameters other than the mean to examine the distribution of outcomes in developing countries. Emphasis is placed on the use of variance as a measure of equity. Policy implications of the social distribution of outcomes are explored.

- Sodhi, T. S. (1975) *Comparative education—philosophy, patterns and problems of national systems.* Ludhiana, India: Mukand Publications.
  (Countries covered: U.K., U.S.A., U.S.S.R., India)
  (pre-primary to teacher education, educational autonomy, organization of curriculum, examination system, problems of admissions)

This book is written for persons engaged in educational activities with the view that the study of the educational systems of other

nations and their failures and successes help in the understanding of one's own educational problems. The book is divided broadly into two parts. Part one discusses the philosophy of comparative education and educational structures of the four countries mentioned above. The second part deals with pre-primary, primary, secondary, higher and teacher education; with problems of governing education; student unrest; educational autonomy; problems of admissions; and correspondence courses. The book offers a bibliography at the end.

• Trewethey, A. R. (1976) *Introducing comparative education.* Elmford, NY: Pergamon Press, Inc. LA 132 T73
(Countries covered: worldwide)
(history, foundations, methods, learning, teaching, resources)
This book has been written to familiarize newcomers with comparative education as a field of study and to provide a continuing reference as people become more actively involved with comparative studies and the problems associated with developing them in rigorous and productive ways. It deals with the development and purposes of comparative education and explains its pitfalls by exploring the methods of comparative education through historical analysis and principles of education. Other issues dealt with here include decision-making in education and education as a social science. The book also describes resources for teaching from a comparative perspective.

• Warwick Donald P., & Osherson, Samuel. (eds.) (1973) *Comparative research methods.* Englewood, NJ: Prentice-Hall, Inc. H 62 W285
(Countries covered: Turkey, Jamaica, India)
(ideology, foundations, research, evaluation, models)
The editors of this book had two purposes in mind: first, to encourage more social scientists to carry out comparative research; and second, to enable future comparativists to learn from past mistakes. The common errors include: overuse of mailed questionnaire surveys designed and analyzed by researchers remotely related to the studied cultures; and methodological mistakes, such as operationalization of variables, etc. Beside the introduction, the book is divided into five parts: (1) comparative research methods: an overview; (2) conceptual equivalence and cultural bias; (3) equivalence of measurements; (4) linguistic equivalence and translation; and (5) illustrative methods: survey research and participant observation. While the first four chapters deal with general methodological concerns, the fifth and last chapters contain specific examples of methods used in Turkey, Jamaica, and India.

• Watson, K., & Wilson, R. (1985) *Contemporary issues in comparative education.* London: Croom Helm. LA 132 C 625
(Countries covered: worldwide)
(ideology, goals, systems)

Watson and Wilson had two purposes in mind in compiling this book of essays in contemporary education. First, it is in honor of Dr. Vernon Mallinson, distinguished professor emeritus in comparative education at the University of Reading and visiting professor of education at the University of Kent in Canterbury. The other purpose is to analyze a number of issues concerning comparative education and few major global issues from an international comparative perspective. These essays are designed to help educators of one nation appreciate their own situation from a broader and different point of view. They emphasize the need to relate technological advance to the subjective divergent and what often seems irreconcilable value systems regardless of their origin and their current location. Most chapters of this book stress the fact that more quantitative expansion of education does not guarantee growth with equity. Education, they say, has the potential to promote both cultural and material welfare of nations. While the first set of 14 chapters are related to the theme of Malison's writings, the others deal with practical applications of those ideas to comparative international educational systems.

A2 - ITEMS RELATED TO COMPARATIVE ADULT EDUCATION AS A FIELD OF STUDY

These items are presented in accordance with definition of comparative adult education "(a) statements about the theory, principles, methodology and other topics of comparative studies related to adult education." (See Part I, p.1)

- Adiseshiah, Malcolm S. (1970) "Comparative studies in adult education." *Convergence*, 3 (3), 4–8.
  (Countries covered: worldwide)
  (research, models, ideology, foundations)

Adiseshiah defines comparative adult education as an attempt to map out cultural and systemic similarities and differences. He stresses the need for breaking away from conventional thinking, and for learning from each other, from our past experience, and from our ongoing experiments. In mapping out these common and uncommon features of various sociopolitical structures and ideological patterns, we need to analyze their reasons and to improve the current situation in light of their relevance and appropriateness.

- Ahmad, B., et al. (1978) "The practice of manpower forecasting: A collection of case studies." *Studies on education*, 1. ED 101616
  (Countries covered: worldwide)
  (research/methods)

In the 1960s academics, politicians, administrators and industrialists became convinced of the importance of education for economic development. The forecasting of qualified manpower needs was able to turn this new idea into practice. During the decade hundreds of manpower forecasts were made, and innumerable international conferences were held to discuss manpower planning. Popularity of manpower forecasting as an operational tool has continued to increase. At the same time, disillusionment with its assumptions, methods and results is appearing among those concerned with finding an economic rationale for growing educational expenditures. In this book the doubts find practical expression in a language rigorous enough for academics but easily

comprehensible to administrators and industrialists. The authors have examined the experience of manpower forecasting in a number of developed and developing countries and concluded that nearly all the exercises have been monumental failures, both conceptually and in practice. However, in the concluding chapter the authors do make their own proposals about how forecasting of qualified manpower needs can be improved.

- AIMS. (1988) "The aims, style and methodology of IEA studies." Paper presented at the 1988 International Study Seminar on Comparative Research in Adult Education, CEDE (Centro Europeo Dell'Educazione) Rome, Italy, (May 11-14), (SUREA:PF)
  (Countries covered: worldwide)
  (research, programs, principles)

The International Association for the Evaluation of Educational Achievement (I.E.A.) began its work in 1959, in order to identify differences in practice among countries which are conducive to better learning; factors which affect achievement within countries and find out if they are same or different. The paper analyzes the work of I.E.A. in terms of its style (principles, publications, choice of projects), methodology (questions/hypothesis), examples of results and magnitude of differences. To enable the reader to understand clearly, tables are included. Factors associated with differences are studied and the conclusions are summarized. References are given at the end.

- "An approach to comparative adult education." (1972) Papers by members of a graduate seminar. Hull, England: Hull University, Department of Adult Education. ED070923 ERIC
  (Countries covered: worldwide)
  (methods, research)

These papers, produced for a graduate seminar at the University of Wisconsin, Madison, represent an attempt to devise a methodology for the comparative study of adult education. "Introduction," by G. S. Bains, provides a justification for the study of comparative adult education. "Comparative philosophies of adult education," by Donald Verwayen, and "An exploration of the 'developmental/rationalistic' dichotomy for comparative adult education studies," by Michael J. Heus, examine basic philosophies. "The national establishment of adult education," by Barbara D'Onofrio, concerns the status of adult education. "The organization of adult education," by A. Brian Calhoun, "A comparative adult education inventory," by Marianne Maynard, and "The arrangement of study activities," by Thomas C. Smrcka, present different forms of arrangement. "Cultural differences and

evaluation," by D. Merrill Ewert, explores cultural influences creating differences between countries.

- Bennett, Cliff; Kidd, Roby J.; & Kulich, Jindra. (eds.) (1975) *Comparative studies in adult education: An anthology.* Syracuse, NY: Syracuse University Publications in Continuing Education. LC 5215 C65
  (Countries covered: worldwide)
  (philosophy, methods)

The book is written with the aim of mapping out similarities and differences in institutions and practices between different countries and also those within one country. It argues that comparative studies in adult education help to widen the options and to develop a consciousness of the alternatives which represents a significant emancipation. The discussion covers the first decade of comparative adult education in terms of its overview, general methodology (philosophical and problem approach), scientific method, and salience. It also deals with science and comparative education, methodology specific to adult education, and offers examples of its applications.

- Besnard, Pierre & Liétard, Bernard. (1986) *Adult education in Europe – methodological framework for comparative studies, part II.* Prague: European Centre for Leisure and Education. LC 5256 A2 A3
  (Countries covered: European nations in general)
  (foundations, systems)

This book is a continuation of Part I, (see Maydl, P. et al), which covers various aspects of the OASAEE project. Part II covers context of adult education, rationale for comparative research, indicators in adult education studies, social indicators, modelling systems, systems and sub-systems of adult education.

- Blakely, Robert, et al. (Eds.) (1972) *Agenda for comparative studies in adult education.* Syracuse, NY: Syracuse University Publications in Continuing Education.
  (Countries covered: Denmark, Canada, Czechoslovakia, France, Nigeria, Norway, England, West Germany, Yugoslavia, Netherlands, Scotland, Zambia, U.S.A.)
  (research, foundations, systems, methods, materials)

This book covers a week-long conference which was held in Denmark. The meeting set out to define comparative adult education as a field of academic study. The issues include cross-cultural comparison of the structures, operations, aims, methods and achievements of various educational systems. The book opens with a summary and a conclusion of the week-long

conference. Then it discusses the present situation and future development of comparative adult education, both prospects for and obstacles to progress. The appendices offer a list of participants, synopsis of the program, a list of papers and other materials, deliberations of the working group on data collection and dissemination. The book also gives a complete French translation of the same at the end.

- Blaug, Mark, & Mace, John. (1977) "Recurrent education – the new Jerusalem." *Higher education*, 6 (3), 277-99. EJ164545 ERIC
  (Countries covered: OECD nations)
  (history, policies)

The origins of the concept of recurrent education and the claims presently made for it are analyzed, with recurrent education policies in six OECD countries described. Suggestions for clarification of the concept and for cost analysis are offered.

- Bown, Lalage. (1988) "The historical study of adult education in relation to economic and social development." Paper presented at the 1988 International Study Seminar on Comparative Research in Adult Education, CEDE (Centro Europeo Dell'Educazione, Rome, Italy, (May 11-14) (SUREA:PF)
  (Countries covered: worldwide)
  (goals, needs, methods, resources)

The paper, written in four sections, aims at promoting discussion on some issues arising from the question: Does adult and non-formal education contribute to economic and social development? It also encourages a historical perspective to tackle such a question. With this background, the paper tackles issues such as the nature of development, education and national development, and adult education and development. The approach to development, taken in this paper emphasizes the significance of education in three inter-related ways: (a) as a basic human need; (b) as a means of meeting other basic needs; and (c) as an activity that sustains and accelerates overall development. The paper includes a list of references. A table titled Ideal Types of Education and Development is also included.

- Bown, Lalage & Tomori, Olu, S. H. (1979) *A handbook of adult education for West Africa*. London: The Anchor Press Ltd.
  (Countries covered: West African nations)
  (methods, policies, administration)

The editors of this book claim that the book will prove to be of practical use to persons studying adult education in universities and colleges of education and to persons attending other adult

education training courses. The book has been planned by an editorial board comprising adult education specialists from Sierra Leone, Ghana and Nigeria. Each chapter has been worked over by its author in consultation with the board. The book is divided into five parts. Part One talks about (1) scope and purpose of adult education in West Africa; (2) structures of adult education in West Africa; and (3) the adult learner. Part Two covers (1) planning and administration of adult education activities; and (2) evaluation of progress in adult education. Part Three deals with the methodology of adult education and ancillaries to it. Part Four covers the varieties of adult education activity. Part Five provides a conclusion. The book accepts the UN definition of West Africa when it says 'West Africa' which is made up of the following countries: Gambia, Sierra Leone, Liberia, Ghana, Nigeria (all English speaking); Senegal, Guinea, Ivory Coast, Upper Volta (all French speaking); Togo, Benin (formerly Dahomey), Niger, Mali, Cameroon (Portuguese speaking); Guinea-Bissau and Mauritania (Spanish/Arabic speaking).

- Bron, Jr., Michael. (1987) "Five pitfalls in comparative (adult education) inquiry." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6-9). (SUREA:PF)
  (Countries covered: worldwide)
  (research, evaluation, models, foundations)

This paper is focussed on the main difficulties which a comparativist faces while conducting research. Notwithstanding variations in methods, techniques, hypotheses, models and other intellectual tools, it is possible to distinguish a number of common difficulties. In this paper, the author takes up five such pitfalls: (1) comparing the incomparable (self-evident); (2) bias and/or dogmatism (author's commitments to ideology and/or political partisanship); (3) sophisticated superficiality (excessive focus on statistical and other methodological technicalities while neglecting cultural, social and political factors); (4) compartmentalization (laborious description of parts while failing to see the whole); and (5) descriptions (ambitious undertaking with no analysis of a comparative nature). Four types of publications have been taken as examples, namely: (a) comparative studies (judged by general academic standards); (b) a study claimed by its author to be of a comparative character; (c) a survey covering the whole of adult education provision in one country; and (d) a piece of a sociological work. These publications differ among themselves, nevertheless they serve the purpose of this paper. Examples are taken both from area as well as from comparative studies. The author's point of departure is an assumption (and belief) that the

comparative approach offers more than merely categories for classifying data; it helps enlarge the body of knowledge in one or both of the two following areas: (1) cross-national/cross-cultural generalizations, and (2) fresh knowledge of individual educational systems.

- Carlson, Robert A. (1976) "European adult education yesterday and today: Some questions worth pondering." Paper presented at a Graduate Colloquium Seminar at Northern Illinois University, DeKalb, Illinois, (April 27). ED123431 ERIC

Key government advisers in Europe today are asking what is so important about this so-called "higher life" that it should be allowed to stand in the way of more "relevant," more "appropriate" adult education – adult education that meets the "real needs" of the people, needs that are defined almost exclusively by the planners as economic and material needs. No matter how hard one tries to make distinctions among the terms "continuing or lifelong education," "education permanente," and "recurrent education," they have become the catch-words of competitive bureaucracies, each seeking leadership in what appears to all of them to be Europe's new growth industry in education – adult education on behalf of economic and material prosperity. European adult educators, in general, would appear to be accepting the trend as inevitable although some are quite reluctant about it. When one hears all these good words and the promises of progress through innovation in adult education, it would be wise for Europeans and North Americans alike to ponder longer and harder than they have as yet done. For, the issues confronting Europe are confronting us today in North America.

- Carlson, Robert A. (1971) "History's part in the comparative study of adult education." *Comparative studies in education, book one: History and methodology*, 17-21; also in *Convergence*, 3(3), 39-42.
  (Countries covered: worldwide)
  (foundations, ideology)

This paper opens with the two controversial conclusions Western historiographers have reached. First, the highest achievements possible lay in Europe's Greek and Roman heritage. And second, Europe was capable of improving upon its past. It then stresses that the historian of comparative adult education must deal with more than one culture, for which he must look at a wide range of data from various social sciences. Despite the fact that history is not a predictive science it certainly deals with values; and thus, the historian of adult education can ask questions like: Is extension engaging in desirable activities, and for whom these

activities are desirable or undesirable? The paper expresses a concern about the serious lack of required data and urges social scientists to bridge the gap so as to enable historians to develop a synthesis, which in turn would provide insights for policy makers to make timely and appropriate decisions.

- Carlson, Robert A. (1987) "Liberal adult education adapts to the technological society: Case study of West Germany's adult education centers (Volkschochshulen)." ED122046
  (Countries covered: West Germany, North America)
  (philosophy, learning/evaluation/feedback)

The report, based on a six-month study as a participant-observer, discusses developments now under way in West Germany's Adult Education Centers movement. The article offers a comparative approach that takes account of trends in Europe and North America. It puts these developments into a philosophical framework, noting that West Germany may provide a real-life example of the dangers of which such prophets of adult education as Paulo Freire, Evan Illich, and John Ohliger have been warning. There is a struggle to maintan balance between the liberal and the "practical." Interest in meeting economic needs has meant a move of the centers into consideration, planning and some implementation of vocational training and professional upgrading. This, in turn, is having a deep influence on the climate of learning in more and more center classes. The trend in the German Adult Education Centers is clearly away from learning "as" experience and toward learning "from" experience. The latter is lauded as substantial and structured knowledge measurable as to the quality of standard achieved by the learner. Learning "as" experience is downgraded as dilettantism. The report is a questioning, disturbing account of what is happening in West Germany and of what could happen in North America.

- Cernea, Michael M., & Tepping, Benjamin J. (1977) *A system of monitoring and evaluating agricultural extension projects.* Washington, DC: The World Bank. S 544 C4
  (Countries covered: worldwide, especially India)
  (programs, research, evaluation, models)

This paper was prepared to propose an evaluative research design which can be applied to agricultural extension programs as a management tool. The proposed system enables administrators to conduct formative evaluation and to take corrective measures if necessary. It contains a set of indicators to be utilized in assessing program impact on farmers, as well as sample surveys incorporating these indicators. The evaluation design is based on four propositions: (1) there is a need to set up a strong statewide

monitoring and evaluation system at the start of each project; (2) the training and visit (T&V) program has a built-in monitoring mechanism; (3) simplicity, which does not imply scarcity of information, should be the keynote of the system; and (4) timelines are vitally significant.

- Charters, Alexander N. and Associates. (1981) *Comparing adult education: worldwide.* San Francisco: Jossey-Bass Publishers. LC 5215 C5 ED200180 ERIC

Comparative international adult education, defined as that field in which adult educators from various countries compare their own institutions and practices with those of their counterparts in other nations, is examined. Provided is an account of adult education in nine European socialist countries (including the Soviet Union), as well as definitions of new policies and practices from developing Third World nations that hold promise for improving programs in more industrialized and urbanized countries. Chapters include: "Learning from each other" (Alexander N. Charters); "Australia in Asia – Comparison as learning (Chris Duke); "Adult education systems in European socialist countries: Similarities and differences" (Dusan M. Savičević); "Professionalization in adult education in the Federal Republic of Germany and the German Democratic Republic" (Joachim H. Knoll); "Adult education organizations in a comparative context" (E. M. Hutchinson); "The function of adult education legislation" (Colin J. Titmus and Alan R. Pardoen); "Educational technology in comparative adult education" (Donald P. Ely); "Reaching unreached adults" (Kwasi Ampene); "Design and development of literacy programs" (John W. Ryan); and "Research" (J. R. Kidd). A postscript by Charters indicates both the similarities and differences identified, government intervention, leadership needs, and social contributions. Notes about the authors, references, a name index, and a subject index are also provided.

- Charters, Alexander N. (1987) "Comparative adult education: An outline approach to method." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K. (July 6–9). (SUREA:PF)
  (Countries covered: worldwide)
  (general, research, models)

Although many studies in the field of comparative adult education contain no comparison, the essential purpose of all work in that field should be to stimulate it. Useful comparison does not stop at identifying differences and similarities, its true value lies in their interpretation. Methods of comparative study should aim to make the latter possible. They should be adaptable to the varying purposes and circumtances of comparative research. To that end

what is proposed in the paper is a basic framework from which planning may start. It includes consideration of goals and objectives, data selection and collection, description, juxtaposition, identification of similarities and differences. Particular attention is given to an approach to interpretation.

- Clark, Leon E. (1987) "The sector assessment: A formula for teaching comparative and international education." CIES/87 (SUREA:PF)
  (Countries covered: many developing nations)
  (organizations, programs, learners)

Designing an introductory course in comparative and international education – or even a graduate seminar on the topic – presents formidable organization problems. What should be used as the underlying principle to structure the course: Traditional comparative education? Education in Third World development? A state-of-the-world survey of education? This paper presents one solution to the problem. It reports on the application of the sector assessment strategy – that used by the World Bank, USAID, etc. – as a technique for both structuring the course and shaping student activities. The presentation will include a survey of student attitudes to this approach over a three-year period.

- Cobb, Louise B. (1987) "Entering the post-positivist debate: Where do we go from here?" CIES/87

Recently, a number of researchers in education have moved beyond the qualitative vs. quantitative debate. They have identified the "validity question" as moot because it is based on positivist criteria considered irrelevant to the task at hand – critical research or research as praxis. This paper evaluated ethnography as a tool for critical research, raising questions regarding the role of the "critical researcher" in today's international educational policy arena. The author draws upon her experience as an ethnographic researcher and educational consultant in southern Africa and the U.S.

- "Demographic techniques for manpower planning in developing countries." (1966) ED037553
  (Countries covered: developing countries)
  (research/methods)

This handbook explains major demographic techniques which can be used by developing countries to estimate total population and to make projections of population changes. The data were devised for field analysts who have limited mathematical and statistical backgrounds. Anyone with a knowledge of addition, subtraction, multiplication, division, and some algebra will be able to use the

methods in the handbook. Several methods for estimating demographic techniques are presented. The choice of the particular method depends upon the availability and reliability of basic data, time involved in undertaking different computations, mathematical and statistical skills of the investigator, and the level of reliability prescribed for a particular estimate. A case study of the Fiji Islands and a selected bibliography are included in the report.

- Duke, Chris. (1984) "Symposium summing up: New possibilities for mutual learning." *Convergence*, 17 (3), 37-41. ERIC EJ307949
  (Countries covered: worldwide)
  (foundations, programs, theories)

This summary explains how symposium participants attempted to examine worldwide theories of adult education and to relate these to different social, economic, cultural, and political circumstances.

- Duke, Chris. (1987) "The sponsorship, funding and dissemination of research in adult education, and the role of international comparative studies: Note for a symposium." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6-9). (SUREA:PF)
  (Countries covered: worldwide)
  (finance, research, goals)

The purpose of this paper is for the adult education researcher to distance himself for the time being from the findings of research studies and to concentrate on some other aspects of the research function. These aspects include: (a) various categories of adult education research; (b) different forms of sponsorship; (c) types of sponsors; (d) purposes and missions of sponsored research and its results; (e) classes of researchers; (f) international comparative studies; and finally (g) issues and trends for considerations.

- Fägerlind, Ingemar & Saha, Laurence. (1983) *Education and national development: A comparative perspective.* Exeter, Great Britain: A. Wheaton & Co., Ltd. New York: Pergamon Press. LC 65 F33
  (Countries covered: worldwide)
  (purposes, foundations, theories, practices)

The publication is a result of a collaboration in the evaluation of a doctoral program at the University of Stockholm in 1977. The authors believed that writing in the areas of education and development was lacking especially in certain areas, for example, education as related to social change. The authors additionally believed that there was a need for work which would consolidate, synthesize and contribute to their knowledge in the field of

education. Later they began planning a book on education and education-work that they felt was advancing toward a theoretically challenging and empirically changing subject. Saha and Fagerlind felt that their field was lacking a broader and more coherent view of how the economic, social and political aspects of societies as a whole affected and were affected by education. The authors focus on the manner in which education and development are related. The book is divided into four sections: (1) theories of social change and development and its longevity since Greek and Roman philosophers and education and development assumptions; (2) the three most important dimensions of development (economic, social and political); (3) practice and educational reform and importance of education; and (4) Saha and Fagerlind's model of education and development.

- Fapohunda, Olanrewaju J. (1974) "The place of education in manpower planning in developing countries." *West African journal of education*, 18 (3), 309-318. EJ127980
  (Countries covered: developing countries)
  (evaluation/feedback)

Defines manpower planning and outlines its objectives, describes the effects of education on economic growth in developing countries, and discusses problems of education in manpower planning: questions of the source of education, the content, and the percentage of the population to be educated at a given time. Important political limitations are noted.

- Fletcher, Laadan. (1974) "Comparative education: A question of identity." *Comparative education review*, 18 (3), 348-354. biblio.

- Foster, Charles Robert. (1980) *Comparative public policy and citizen participation: energy, education, health and urban issues in the U. S. and Germany*. New York: Pergamon Press. JK 1764 C65

- Fraser, Stewart. (1964) *Jullien's plan for Comparative Education: 1816-1817*. New York: Teachers College, Columbia University. LB 775 J773 F7
  (Countries covered: worldwide)
  (foundations, methods, research)

This is an English rendering by Fraser of the invaluable original classic work in comparative education, Jullien's Plan. Marc-Antoine Jullien was a 19th c. French publicist and "father of comparative education;" who proposed for the first time in the western world the idea of establishing international organizations, especially in the field of education. Fraser has not only translated the plan but has

also evaluated its contents in view of their relevance to the current comparative education needs. The work is particularly valuable for educators of adults worldwide in that the questions of comparative international nature that Jullien has raised in his plan have been analyzed and compared with those posed by Count Leopold Berchtold in 1789.

- Gelpi, Ettore. (1985) *Lifelong education and international relations.* Beckenham, England: Croom Helm Ltd. biblio LC 5215 G445
  (Countries covered: worldwide)
  (foundations, definitions, practice)

By taking a broad definition of lifelong education this book examines the implications of international relations on the education process by considering political, economic, and cial issues.

- Hall, W. D. (1968) "Comparative studies and adult education." A paper presented at the Ontario Institute for Studies in Education, Toronto, Canada. (SUREA:PF)
  (Countries covered: European nations, U.S.A., Canada; worldwide)
  (history, research, models, foundations)

After tracing the historial development of the field of comparative adult education in Europe and the U.S.A., the paper analyzes five major trends and then proposes a five-step model of comparative study of medical professional training in Canada on the one hand and immigrant countries of Europe on the other. The steps are: (a) the elaboration of initial hypothesis; (b) analysis of cognitive and affective objectives of training programs; (c) drawing a sample from each of the immigrant (experimental group) and of the host country, i.e., the Canadian (control group), and constructing common and specific test items; administering the test and (e) conducting the follow-up activities. The paper also proposes collaboration amongst specialists in adult education, comparative education, and social scientists in developing the emerging field of comparative international adult education.

- Harris, W. A. (1971) "Comparative perspective in adult education." *Continuous learning,* 10 (3).
  (Countries covered: worldwide)
  (foundations, research, systems)

This article deals with comparative adult education on an international level. It attempts to list the wide variety of contrasting objectives adult education institutions have over the world. It also tries to understand what place these institutions

have in their societies and how they are expressions of the culture of the peoples of the countries concerned.

- Henstrom, Richard H. (1987) "Comparative international philosophies and objectives for adult education." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K. (July 6–9). (SUREA:PF)
  (Countries covered: 30 different countries: Middle East, Latin America, and the Caribbean, others)
  (policy, evaluation of needs)

This paper examines declarations and statements issued by various governmental and organizational groups as to their objectives and goals for adult education. The entries include international organizations such as UNESCO, and ICAE; regional groups including the Arab States, the Council of Europe and Latin America, and the Caribbean; national governmental and private organizations representing some thirty different countries. The study has resulted in a comparative grid chart that identifies the source of the document, the educational areas of concern, the population groups specifically identified as having needs and primary delivery systems mentioned. The documents themselves are official declarations, government policies, statements or formal laws, association reports and recommendations, and meeting reports. Educational areas of primary concern are highlighted by the accepted areas of "political, social, cultural and economic" needs. Specific concern focuses on literacy needs, vocational and employment pressures, government support, the "democratization of education," or the realization of individual fulfillment and self-realization. Population groups noted with special emphasis include: women, elderly, illiterate, ethnic minorities, disadvantaged, and the disabled. Some possible ideal prototype formats and statements are reviewed, recognizing the concern for the problems of philosophy, politics, frameworks and definitions.

- Himmelstrup, Per et al. (eds.) (1981) *Strategies for lifelong learning: A symposium of views from Europe and the USA.* Esbjerg, Denmark: University Centre of South Jutland. LC 5209 S76
  (Countries covered: Denmark, Sweden, U.K., Netherlands, Spain, Scandinavia and other OECD nations, U.S.A.)
  (foundations, policies, learning, systems, resources, agencies)

After making a survey of the evolution of the concept of lifelong learning in the Western world, the book moves on to discuss the need for specific measures and resources in the efforts to establish a life-long learning society. It stresses the fact that the societal goal can be accomplished only through reform of the existing

traditional education set-up in the Western world. The key question is as to how it may be turned into the leading principle for future educational policy to save time and resources and to benefit the majority. The book makes a strong case for individual motivation to prepare learners for a dynamic society.

• Jarvis, Peter. (1988) "Social structures and the education of adults: Towards a comparative analysis." Paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione), Rome, Italy, (May 11-14). (SUREA:PF)
(Countries covered: worldwide)
(foundations, research, methods)

The main task of this paper is to systematically analyze adult education within the broader structure of history, geography, economy, demography, politics, culture and religion in different countries and their international relations. Even though attempts have been made in this direction, the inter-relationship of these elements was not studied systematically, neither was their relationship with adult education. The approach used is that nations in the same position in their historical progress could be compared i.e. the wider social structures within which adult education is located, can be compared to chance. In order to achieve this objective, the paper analyzes the following, in sections: (a) Social system and social change; (b) National response to educational needs; (c) Educational needs and cultural diffusion; and (d) Conclusions. The paper includes a fairly extensive bibliography.

• Jones, Kenneth. (1984) *Sociology of adult education.* Bookfield, VT: Gower Publishing Company. LC 5215 J66
(Countries covered: Botswana)
(foundations, research)

A healthy and academically formulated criticism has not been evident in the field of adult education, to a large extent. This book sets out to apply the "new sociology" to adult education, particularly in the setting of development. Chapter one examines what has been done in the field of the sociology of adult education so far and how the new, radical critiques, emanating mostly from political economy and sociology, can be made applicable to adult education. The second chapter attempts to relate the concept of ideology to the processes of selection and socialization. Chapter three attempts a political economy of adult education, especially related to the area of finance of educational development. Chapter four looks at education and political ideology and examines Gramsci's notion of cultural hegemony. Chapter five looks at the broad spectrum of education in capitalist society while

chapter six takes us forward to look at the traditional and phenomenological sociology, particularly the notion of knowledge as power. Steps towards a phenomenology of adult education are formulated in chapter seven. Chapter eight deals with the social construction of adult education with a specific look at educational objectives. Chapter nine relates adult education to concepts such as consciousness and modernization.

- Kidd, J. R. (1970) "Developing a methodology for comparative studies in adult education." *Convergence*, 3 (3), 12-26.
  (Countries covered: worldwide)
  (ideology, foundations, research, models)

This paper stresses the need for universally accepted scientific techniques of comparing adult education. Kidd points out the types of difficulties the researcher might run into: rationale for comparative cross-cultural/international studies; narrow specificity of methods applied; inaccessibility of data; complexity of data, etc. A few major questions are raised, which need to be addressed with the methodology for comparative studies in adult education. They include: What is needed? Do the existing or proposed approaches have practical applications? Can the necessary data be found? Do the methods yield results that can be replicated and results that seem to help us with our central questions?

- King, Edmund. (1988) "Education and training young adults: A challenge to all educational research." A paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione), Rome, Italy (May 11-14). (SUREA:PF)
  (Countries covered: worldwide)
  (organization, policy, people, aims)

King draws our attention to an age group in need of adult education provisions in the 1970s. According to him, with growing realization of the importance of non-formal education, higher education institutions started making adaptations to accommodate non-traditional students of different age groups in various nations. Currently, he says, adult life-experience education is attracting the adult educator's time and energy. Comparative research and evaluation in adult education has not paid adequate attention to this group, which ought to zero in on: (a) occupational/technological changes; (b) institutional changes; and (c) the modes of learning and re-learning available. The paper also deals with the partners in comparative adult education research: comparative education, politics, economics, international education, and business and industrial enterprises, etc. According to King, comparative adult education research ought to focus on nine areas

pertaining to concepts, contexts, and organizational systems.

- Knoll, Joachim H. (1988) "Qualitative and quantitative approaches in comparative adult education." A paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione), Rome, Italy (May 11-14). (SUREA:PF)
  (Countries covered: worldwide)
  (research)

The paper first of all gives a historical background of the evaluation of comparative adult education comparative adult education research by showing the relationship between comparative education research and comparative adult education research. It also points out that most of comparative adult education studies are up to this time inter-system comparisons and descriptive and juxtapositional in nature. Then it stresses the point that such comparisons are not always reliable or valid and raises the question: Can education and science remain value neutral? Knoll thinks they are value laden, thus not value free. He explores the possibilities of comparing the value-diverse adult education systems and sub-systems, discusses various problems of the level of such investigations, discusses the verbal and mathematical modes of formulation for adult education studies, lists four major areas of concern with some indicators that can be used in their research, and finally offers his own list of social and demographic indicators for the purpose. He recommends the standardization of such indicators in order to attain a measure of wider validity.

- Krajnc, A. (1978) "Problems of validity and reliability in comparative adult education studies." In *Working papers on adult education 5.* Prague: European Centre for Leisure and Education (ECLE), 15-22. biblio.

- Krajnc, A. (1983) "The rationale of comparative research." In Maydl, P., et al. *Adult education in Europe: Methodological framework for comparative studies, Part I.* Prague: European Centre for Leisure and Education. biblio. LC 5256 A2 A3

- Krajnc, Ana. (1987) "The rationale of comparative research." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6-9). (SUREA:PF)
  (Countries covered: worldwide)
  (models, research, systems)

The crisis in which educational systems are today enlarges the need for comparative researchers. The number of researchers who expect the solutions from comparisons and who envisage

cross-national cooperation is growing. The necessary "sensitivity for comparisons" can be developed in due time by the interactions in an international team, where insight and knowledge about the other systems, which are to be compared, are gained. The process of classification and selection of adult education phenomena is the foundation for the research design, which is to put all basic variables into interrelations. Three possible methodological approaches in comparative adult education studies are proposed: the comparison of the total systems of adult education; the study of the most typical variable (phenomena) which is significant for the single system; and the selection of one phenomena and the study of it in all compared systems by a standard instrument.

- Lichtner, Maurizio. (1988) "Sharing experiences and comparative analysis." Paper presented at the 1988 International Study Seminar of Comparative Research in Adult Education at CEDE (Centro Europeo Dell'Educazione), Rome, Italy, (May 11-14).
  (Countries covered: worldwide)
  (research, methods, foundations)

The paper emphasizes the interacting and sharing of experiences among teachers, adult educators and other field workers, as a "living" comparative education, which can be drawn from a methodological orientation in adult comparative education, which in turn, can aim at approaching and understanding individual situations or educational settings. In order to do that, it is essential to facilitate access to unexpected elements of what is really meaningful in the situations.

- Liveright, A. A., & Haywood, N. (eds.) (1968) *The Exeter Papers: Report of the first international conference on the comparative study of adult education.* Boston: Boston University, Center for the Study of Liberal Education for Adults. biblio. LC 5209 I54
  (Countries covered: Hong Kong, India, Israel, U.K., Yugoslavia)
  (research, systems, models)

The International Congress of University Adult Education held its First World Conference on University Adult Education in Denmark in June 1965. It was at this conference that some delegates realized the need to intensify research activities in the comparative study of adult education, in view of the lack of an effective system or conceptual framework to facilitate such study. The Exeter Conference that this report covers was the outcome of that realization. The report contains nine chapters. Chapter I that follows the Introduction attempts to describe a proposed conceptual framework for the comparative study of adult education. Chapter II is on comparative data on educational systems and adult

education in nine countries. Chapters III through VII are national reports on Hong Kong, India, Israel, U.K., and Yugoslavia. Chapter VIII identifies areas of agreement and important themes, and the last chapter indicates areas for further research and study.

- Lowe, John. (1975) *The education of adults: A world perspective.* Paris, France: The UNESCO Press. LC 5215 L68
  (Countries covered: worldwide, especially the Third World)
  (ideologies, methods, teachers, foundations, learning, programs, policies, models, agencies, research, administration, finance)

The need for this book was felt by the delegates to the Third International Conference on Adult Education, held in Tokyo from 23 July to 7 August, 1972, which turned out to be the largest assembly ever of its kind. Scholars and administrators felt that it was time common language was found to discuss at the international level the issues and functions of adult education. The task was assigned to John Lowe. This book is the result of his efforts at coming up with uniform and universally acceptable vocabulary in the field of adult education, especially bringing in mind its linkages and contributions to national development in the Third World. After the introduction, it contains 12 chapters followed by a select bibliography. The chapters are: (1) changing ideas and functions; (2) attitudes, needs, motivation and learning ability; (3) unmet needs and target groups; (4) changing structures; (5) programs and content; (6) methods and materials; (7) the administrative, organizing and teaching force; (8) administrative policies; (9) the problem of financing; (10) research and development; (11) the international dimension; and (12) toward a learning society.

- Maydl, P., et al. (1983) *Adult education in Europe — methodological framework for comparative studies, part I.* Prague: European Centre for Leisure and Education. LC 5256 A2 A3
  (Countries covered: European nations in general)
  (foundations, systems, research)

The texts in this publication were the result of work on a project called the Organization and Structure of Adult Education in Europe (OASAEE) which was initiated by the UNESCO European Centre for Leisure and Education at Prague. The project represents a research project designed to study the anatomical and morphological settings of adult education as an organic basis for the attainment of the stipulated objectives of adult education, the fulfillment of their functions and the smooth operation of their mechanisms and processes. The project is directed to administrative aspects of adult education and its context is concerned only

incidentally with the program and content aspects of the matter, such as an analysis of curricula, classification of subjects, program model, etc. The rationale is presented in chapter 3. The book offers a bibliography at the end.

- Ontario Institute for Studies in Education. (1968) *Comparative studies in adult education.* Toronto, Canada: OISE. (SUREA:PF)

This document is a report of a seminar on comparative studies in adult education. It includes papers by J. R. Kidd, W. D. Halls, D. Adams, and A. A. Liveright, largely dealing with the methodology proposed for future studies in comparative adult education. In addition to identifying the forces that have shaped the comparative education field, these papers help chart the future course for the new field of comparative adult education, especially with a view to learning from each other's experiences in national development through adult education.

- Ontario Institute for Studies in Education. (1973) *Seminar on methods in comparative studies in adult education.* Toronto: Department of Adult Education, OISE. A report on the proceedings of the seminar held April 6–7, 1973.
  (Countries covered: worldwide)
  (research, methods, history)

Besides the agenda in the beginning and the list of participants in the seminar, this document also contains the papers presented by four major speakers, which are: "Next steps in the development of a field of study," by J. R. Kidd; "Comparative studies in adult education," by Alan Thomas; "The Faure report in an Indian context," by James Draper; and "World survey of research in comparative adult education, 1972," by Jindra Kulich. The summary of these proceedings is compiled by John Lowe, which is followed by some questions for consideration and a video-taped interview with Champion Ward. It is a milestone document in the field of comparative adult education in that it not only gives a chronology of the evolution of the field but also analyzes the state of the art of mutual learning in the global adult education contexts.

- Pachocinski, R. (1988) "Comparability of comparative education/adult education." A paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione) at Rome, Italy (May 11–14), (SUREA:PF)
  (Countries covered: worldwide)
  (history, method, research)

The paper starts with the assertation that human curiosity to know

about other societies is at the root of comparative studies. It bewails the fact that adult education took a slow take-off in comparative social science research in the sixties, and the fact that the field has not adequately utilized comparative studies literature from Eastern Europe. Most adult education often mentions the incomparability of its research data and its methodological complexity. Pachocinski stresses the need for more theoretical/conceptual abstraction in adult education cross-national studies in terms of the four kinds of equivalence: functional, contextual, cultural and conceptual. He concludes that "our knowledge about similarities and dissimilarities in the world of education remains surprisingly limited and shaky."

- Peers, Robert. (1958) *Adult education: A comparative study.* New York: Humanities Press. LC 5215 P43

The book studies in detail the background, the present and the future of adult education in England. The book consists of four parts. Part I covers the historical survey of the subject. Part II gives a detailed account of the present day movement, mainly in England and Wales. Part III studies adult students and the possibilities of adult learning and many contradictions and misunderstandings concerning the ability of normal adults to go on learning in the middle and late years of life. Part IV studies the methods of adult education in the hope that it may be of help to those who may be attracted to this work as tutors. The last chapter outlines a philosophy of adult education for this modern age. A bibliographical note is offered at the end.

- Pöeggeler, Franz. (1987) "Political aspects of future comparative research in adult education." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6-9). (SUREA:PF)
  (Countries covered: worldwide)
  (policy, research)

This paper first deals with the existing themes and practices in comparative international adult education research. Then, it talks about the six major tasks which the future comparative adult education researcher needs to undertake. These include: (a) further clarification of the political ideology of the system; (b) interdependence between the system of adult education with the political system; (c) analysis of correspondence between the political system and social institutions in it; (d) strategies for the transfer of adult education systems and institutions from highly industrialized to developing countries; (e) better understanding of the value systems and the socio-political differences; and (f) clarification of criteria to judge success or failure of adult

education functions. The paper then moves finally to a specific strategy for future comparative research in adult education. Here the writer emphasizes the importance for the researcher to be a generalist rather than a myopic specialist and to be versed in the regional languages concerned.

- Power, Hilton. (1972) "Problems of transnational comparisons of participation in adult education." *Journal of International Congress of Universtiy Adult Education*, 11 (3), 7-15. EJ070460 ERIC
(Countries covered: worldwide)
(problems, learners)

The article examines the problems of making comparative studies of adult education participation across national lines.

- Ratcliffe, Russell S. (1955) "Comparison of agricultural education and advisory services provided for rural urban fringe families in selected areas of the United States and Great Britain". College Park, MD: University of Maryland. Microfilm 3853

- Savičević, D. M. (1970) "Comparative theory of adult education in Yugoslavia." *Convergence*, 3 (3), 43-47.

- Savičević, Dušan. (1984) *Comparative studying of education.* Belgrade: Institut za Pedagoska Istraživanja.

Savičević's paper opens up with the refutation of the assumption that comparative education originated in the West around the nineteenth century. He says such attempts date back to times immemorial. According to him the methodology of comparative research is often determined by the author's philosophical position, his discipline area, as well as goals of his study. He expresses his satisfaction with the progress of comparative education from a position of exploration of similarity and differences to a higher pedestal of hypothesis testing and theory building, and thus it has attained a scientific identity. He concludes the paper with the need to change the existing attitudes toward Marxist approach. It should not be treated as just another approach, but should be applied more broadly all over the world.

- Savičević, Dušan M. (1988) "Conceptions of andragogy in different countries: Comparative consideration." Paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione), Rome, Italy, (May 11-14).

This paper starts with an attempt to trace the roots of andragogy with the Greek philosophers' conception of education encompassing

all periods of life. Skipping its development during the Muslim period in Spain, Southern Europe or the Near East, it moves to its recent origins in the workers' movement in the 19th and 20th centuries. This description particularly emphasizes its growth in Eastern Europe followed by American efforts in the 1930s. The global adoption of this concept, according to him, began in the 1950s. He then explains as to how andragogy started to find its scientific bases in the works of some educators of adults. Defining it as a concept, the paper goes into the scientific structures of andragogy, and its relationships with other social sciences – pure and applied. It asserts that if these scientific efforts were comparative in nature, they would be more valuable.

- Siddiqui, Dilnawaz A. (1988) "CIRTAD: Comparative international research in training and development." Paper presented at the HRD Professor Workshop, 44th American Society for Training and Development National Confernece and Expo, Dallas Convention Center, Dallas, Texas, (May 21-27). (SUREA:PF)

In this paper, Siddiqui has offered an alternative connotation to the phrase 'corporate culture,' which is broad enough to encompass major ideological traits common among various corporate entities within the system. He argues that the minor differences at the organizational level due to varying management styles only tend to blind the observer from more vital concerns and issues. This is more so in the context of comparative international considerations. The broader definition also seeks to underscore the fact that the American business and industrial organization remains part of a macro-cultural milieu in the sense of both regional and global comparisons. The paper analyzes the current state of training and development (T&D) research in the USA, comparing its counterparts in other selected societies. Siddiqui draws the attention of professionals and researchers in the T&D field to broader models for comparative research internationally and cross-culturally. He considers such studies vitally important for growth as well as survival of the field of T&D itself. The paper also suggests certain strategies for conducting comparative research in T&D across cultures and nations.

- Spaulding, Seth. (1987) "Educational democratization and development policies: Prescriptions and dilemmas." CIES/87 (SUREA:PF)
  (Countries covered: worldwide)
  (ideology, policy, methods, economics)

The term "democratization" is often used to imply that education is undemocratic unless there is more and more of it and unless the same kind of education is provided to all ethnic, regional and

other groups within a society. Yet, many countries and development strategists are questioning the benefit of their heavy educational investment during recent years, and are questioning the relevance of certain kinds of education to the development needs of the various geographic regions and sectors of the economy. The prescriptions for reform and change suggested on both the "democratization" and "development" sides of the argument are presented and the dilemmas raised by each prescription discussed.

- Thomas, J. E. (1988) "Politics and the practice of adult education: An international challenge." A paper presented at the 1988 Study Seminar: Comparative Research in Adult Education at CEDE (Centro Europeo Dell'Educazione), Rome, Italy, (May 11-14)., (SUREA:PF)
  (Countries covered: worldwide)
  (political/policy, sociology, ideology)

The paper compares and contrasts the existing trends in the Western world. Thomas reminds his readers that adult education has a dynamic relationship with society, so it needs to take a stand on various social, political and economic issues. Here, he points out the major factors impinging upon the influence of educators of adults in bringing about change in society: (a) a misunderstanding on the part of government economic planners about the role of education in a nation; and (b) the growing power of the reactionary political elite, who have somehow realized that adult education is a threat to their interests. Therefore, they have decided to control it. While adult education seeks change, the established order wishes to maintain the status quo. The paper also explores the question as to how the current social sciences have become weak and submissive, and how the liberal educational traditional tends to give in to the opposing forces. It ends with an optimistic quote from Oscar Wilde: "we are all in the gutter – some of us are looking at the stars."

- Titmus, C. (1976) "Proposed theoretical model for the comparative study of national adult education systems in Europe." *Society and leisure*, 8 (2), 39-54. biblio. EJ161821 ERIC
  (Countries covered: U.K.)
  (learners, models, organizations)

A model developed from "Notes towards a model of adult education in Great Britain," which focuses on two major areas of concern: (1) the classes of factors which seem to influence provision of and participation in adult education and (2) aspects of provision and participation, a knowledge of which seems essential to a comprehensive understanding of an adult education system.

B. SPECIFIC COMPARATIVE STUDIES OF POLICIES, PROGRAMS AND PERSONNEL

B1 - INTERNATIONAL EDUCATION

In Part I the distinction is clearly drawn between comparative and international studies. The items selected in this category represent studies of international education by selected major authors in the field.

- Axinn, George H., & Sudhakar, Thorat. (1972) *Modernising world agriculture: A comparative study of agricultural extension educational systems.* New York: Praeger Publishers. S 544 A87
  (Countries covered: worldwide)
  (programs, methods, organization, evaluation)

The book has been written with the intention of expanding knowledge and deepening understanding, to reduce human misery through agricultural modernization and to enhance the dignity of rural life. Professional agriculturists, with their technical background in training, usually based on an urban and academic background, have rarely considered the essence of extension education. Many of the structures they built did not fit and fell. Twelve countries have been covered in the book. Chapter one talks about extension education in the rural social systems of the world. Chapters 2 through 13 cover the organizational structure, historical background, operations, program planning, training, evaluation, etc. in agriculture in the following countries: India, U.K., Japan, Israel, Denmark, Taiwan, U.S.A., Brazil, United Arab Republic, Australia, Pakistan, and Nigeria. Chapter 14 compares the systems and chapter 15 offers some generalizations, principles, and conclusions.

- Barber, Elinor G., et al. (eds.) (1984) *Bridges to knowledge: Foreign students in comparative perspective.* Chicago: The University of Chicago Press. LB 2375 B75
  (Countries covered: worldwide)
  (agencies, policy, learners, systems, foundations)

This book consists of articles from the special issue of the journal, *Comparative education review*, of May 1984, Volume 28, No. 2. It has been reprinted in this format to meet the needs of

administrators in making decisions on international education affairs. The articles, based on rigorous research, seek to address significant issues concerning U.S. foreign policies on the one hand, and development objectives of the developing nations on the other. These issues have been organized into five broad categories: (1) influences and impact; (2) national and regional policies and trends; (3) development strategies; (4) political and institutional dilemmas; and (5) literature surveys. The last section contains an exhaustive bibliography on international students and study abroad programs.

• Cernea, Michael M., et al. (eds.) (1983) *Agricultural extension by training and visit: The Asian experience.* Washington, D.C.: The World Bank. S 544.5 A74 A47
(Countries covered: Indonesia, India, the Philippines, Thailand, Sri Lanka, Nepal, Kenya, Upper Volta)
(administration, agencies, programs, research and evaluation)
This volume is a report on the symposium arranged and funded by the World Bank and the United Nations Development Programme (UNDP), held at Chiang Mai, Thailand, in 1982. The purpose of this meeting was to capture and disseminate the nearly ten years of Asian experience with T&V (Training and Visit) extension system. Such programs from six Asian and two African countries were discussed, but only the keynote papers have been included in this report. Besides these, there are issue papers as well as introductory remarks and concluding overview in this volume. The main areas of concern that emerged from this discussion include: (1) farmer participation and the village extension worker; (2) technical recommendations and research-extension linkage; (3) training; (4) management and system maintenance; and (5) monitoring and evaluation.

• Council of Europe. (1987) *Council of Europe newsletter* 2/73. Strasbourg, France: Documentation Center for Education in Europe. ED079117
(Countries covered: Ireland, Belgium, Denmark, France, West Germany)
(research, policy, teachers, feedback)
Part one of the newsletter is devoted to excerpts of lectures presented at a symposium on research and reform in teacher education. The symposium was held at Bristol University under the sponsorship of the Council of Europe's Educational Research Committee, and was attended by researchers and administrators from 18 member states. Part two provides educational news from 10 European countries. From Denmark come protests against a new ministerial policy increasing the teacher's work load, and in

Germany problems of student admission and study reform in higher education are causing concern. Educational policies of the new government in Ireland are reported, the role of the post-primary teacher is examined in the Netherlands, and in Norway the government has proposed to split the present Ministry of Education and Ecclesiastical Affairs. Sweden reports the results of the Russell Report on Adult Education, the annual report of the Open University, and vocational training for girls. Educational news from Belgium, France, and Switzerland are reported in French.

- Documentation Center for Education in Europe (1987) *Council of Europe information bulletin* 3/1975. Strasbourg, France: Council of Education, Strasbourg Documentation Center for Education in Europe. ED111685.
  (Countries covered: European countries)
  (needs, costs, methods, history)

This *bulletin* is devoted to a synopsis of the Ninth Session of the Standing Conference of European Ministers of Education. The Conference passed resolutions dealing with recurrent education, education of migrants, and international educational cooperation. Copies of these resolutions are included in the *bulletin*, together with two reports addressing the topic of permanent education. The brief speech by the Secretary General of the Council of Europe concerns the interaction of political, economic, and educational issues. A lengthy report entitled "Permanent Education, a Frame-work for Recurrent Education: Theory and Practice" was presented to the conference by the Secretariat of the Council. This report reviews the history of the concept of permanent education, and discusses experimental projects related to permanent education. Basic options, costs, needs, and teaching methods are also discussed.

- Hess, Gerhard. (1982) *Freshmen and sophomores abroad: Community colleges and overseas academic programs.* New York: Teachers College Press. LB 2376 H47
  (Countries covered: India, China, Iran, Greece, Rome, Western Europe)
  (learner, programs, agencies)

This is the 10th volume of the Columbia Comparative Studies which is the account of substantial technical efforts to organize programs overseas. It presents a description of how the idea to send students of freshmen and sophomore status abroad, originated and rooted firmly in a dynamic community college setting. The author, himself a creator of this movement, shows in detail the practical mechanics and methods by which such activities can be

deployed. The book consists of eight chapters. The first chapter illustrates the prominence of an international component in the creation of institutions of higher learning, followed by a chapter which considers the arguments for extending international educational programs to second year and first year students. The later chapters discuss the Rockland Community College (Rockland Model), the first and most successful in overseas academic programming, the possibility of exporting such operations abroad, the roles of international/intercultural consortium, the College Consortium for International Studies, the administrative support required for overseas academic programs and the impact of international programs on faculty and students at a community college.

- Lev, Larry et al. (1984) *Michigan agriculture and its linkages to developing nations.* East Lansing, MI: The Institute of International Agriculture at Michigan State University.
  (Countries covered: U.S.A., passing reference to Colombia, Brazil, Nigeria, South Korea, Taiwan)
  (foreign development assistance, food aid, technology, imports, exports, developing nations, dynamics of development and trade)

The book is written in order to sharpen the understanding of trade and development issues at the international level in which state and federal institutions participate, especially issues which relate to agriculture and the food system. In each chapter, dealing with a specific topic, a question and discussion format is used. The introduction gives a general background and reasons for humanitarian, political and economic relations that the United States has with other countries, especially the developing ones. The remaining chapters deal with the topics mentioned above. The report intends to help close the gap in the areas of foreign trade and economic development policies.

- Miller, T. W. G. (ed.) (1968) *Education in South-East Asia.* Sydney: Ian Novak Publishing Co. LA 1051 M5
  (Countries covered: Pakistan, India, Ceylon, Indonesia, Thailand, Malaysia, Philippines, China, Japan)
  (history, culture, people, economy, finance, politics, adult education and structure, objectives of current education, administration and curricula)

The primary purpose of this book is to introduce students and others interested in comparative education, to the evolution, structure, problems and prospects of education in South-East Asian countries. Chapter one gives the general overview of educational development and conditions in South-East Asia. The remaining chapters deal with the specific countries mentioned above. The

individual chapters have, in detail, the objectives of education, organization and administration of the education system and the curricula. Special attention is also given to the teacher and his/her place in the system. An index is available at the end of the book.

- Monclus, Antonio. (1988) "Adult education's structure and methodology in Spain and Latin America." A paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione), Rome, Italy (May 11-14). (SUREA:PF)
  (Countries covered: Spain, Latin America)
  (method, administration, ideology)

The paper deals with the Libro Blanco (White Book) about adult education campaign in Spain, which is consistent with the UNESCO recommendations of its Nairobi conference and those of the European Council. It covers the regulations of adult education set up by the Administration for the Centers of Open Learning, as well as those governing its relationships with other government and non-government organizations. The second part of the paper is about some aspects of adult education in Latin America, making a special mention of the contributions of Paulo Freire's ideas like liberation pedagogy to both Spain and Latin America.

- Nakosteen, Mehdi. (1965) *The history and philosophy of education.* New York: The Ronald Press Company. LA 11 N3
  (Countries covered: worldwide)
  (foundations, history)

A comprehensive coverage of the historical evolution of the Western thought, this book traces the development of educational theory and practice in Western tradition, particularly in the United States. It analyzes and evaluates the theories and practices of education at various periods of human history that gave birth to the Western educational system. These sources include Judeo-Christian-Islamic beliefs and accomplishments throughout the Medieval period up to Renaissance and Reformation followed by the so-called modern movements. Particularly notable are the contributions of Muslim scientists and philosophers as well as education to the establishment, evaluation and expansion of universities and research institutes in Europe and throughout the entire Muslim Empire. The six parts that form this book are: (1) ancient educational theory and practice, 1000 B.C. to A.D. 500; (2) the Hellenistic era; (3) the Middle Ages; (4) outcomes of the Renaissance; (5) the development of national systems; and (6) expansion and change.

- UNESCO – Division of Statistics on Education. (1975) *Manual for the collection of adult education statistics.* Paris: UNESCO.
  (needs, fields, programs, organization, study, planning, data collection, processing, analysis)

This manual is written in order to further the endeavor of UNESCO of improving the quality and international comparability of statistics on education. The 1975 International Conference on Education accepted the International Standard Classification of Education (ISCED) for use by statisticians and planners. It is essentially a manual for statistical offices responsible for the collection of national statistics on education. The report gives background information on the importance of adult education and the need for adult education statistics. The second section deals with levels, fields and programs of ISCED as applied to adult education. Section III discusses National Statistical Services for Adult Education which covers organization, initial planning and study, data collection, processing, analysis and publications.

- Yousif, Abdelwahid A. (1978) "Muslim learning during the earlier Abbasid Era: 749–861 A.D." Unpublished doctoral dissertation, University of Toronto.
  (Countries covered: worldwide, especially the Muslim world)
  (foundations, history, ideology, programs, teachers/learners methods)

The purpose of this study is to examine Muslim learning dur ng the earlier Abbasid era (749–861 A.D.) as an example of a society that accepted and supported the concept and practice of lifelong learning. The study is guided by the world-wide discussions and definitions of lifelong learning and the learning society. Its conceptual framework is based on the assumptions about, and the conditions for, the learning society, as identified by the 1972 Report of the International Commission on the Development of Education, established by the United Nations Educational, Cultural and Scientific Organization (UNESCO). The study focused on three main issues: (1) the concept of learning in the earlier Abbasid society; (2) the organization of learning and its contribution to that society; and (3) the implications of the findings of the study for the present concern with lifelong learning and the learning society. The study falls into three basic parts. The first part gives a cultural and historical context for the study; a description of what is meant by lifelong learning and the learning society; and examines the impact of Muslim civilization on Arabia and conquered territories in relation to learning as a key concept in the Muslim tradition. The earlier Abbasid era represented the zenith of that civilization, being the era in which indigenous Muslim sciences reached maturity and the ancient

sciences (mainly Greek) were translated into Arabic, and consequently found their way to Western Europe via Muslim Spain. It forms a background for part two which discusses learning during the earlier Abbasid era in depth. It deals with the organization of learning; programs of study; teachers and students; and methods of instruction. Part three forms the summary and conclusion. The study shows that: (1) The earlier Abbasid society had organized learning on the concept of lifelong learning. It was basically a voluntary system organized and provided primarily by people motivated by dissemination of knowledge as a religious duty that would bring the whole community closer to perfection. (2) Learning was carried out through a largely informal arrangement that was free and open and reflected Islamic concepts of freedom, equality and justice. It was not confined to a specific physical location although the mosque was frequently used. (3) Programs of study were flexible and not subject to set time-tables nor to the acquisition of a certain quantity of knowledge within a specified time. (4) The concept of lifelong learning as a prerequisite for a learning society can be implemented when certain socio-political and cultural conditions prevail in a particular society.

B2 - COMPARATIVE ADULT EDUCATION AT THE INTRA-NATIONAL LEVEL

While the focus of this monograph is on the international level of comparative adult education, some examples of items at the intra-national level are cited for illustrative purposes.

- Brinkman, P., & Krakower, J. (1982) *Comparative data for administrators in higher education.* Boulder, CO: National Center for Higher Education Management Systems, Inc.
  (Countries covered: worldwide)
  (administration, research, futures)

The two premises on which this comparative analysis is made are: (1) comparisons are unavoidably made among institutions, system administrations as well as state agencies; and (2) no comparisons are perfect in view of the seriousness of the problems comparativists are bound to run into. The book, as the title indicates, deals with the basic principles governing administrative comparison data and is divided into five chapters. The first chapter is an overview of this analysis; the second analyzes various uses of comparative data; the third spells out involvement of peer groups interested in comparative data bases; the fourth is an account of the state of the art; and the fifth one forecasts the future trends in the field of comparative data generation, and makes recommendations.

- Campbell, Ronald F., & Mazzoni, Tim. (1976) *State policy making for the public schools: A comparative analysis of policy making for the public schools in twelve states and a treatment of state governance models.* Berkeley, CA: McCutchan Publishing Corporation. LA 216 C361
  (Countries covered: U.S.A.: 12 states)
  (administration, agencies, models, research, finance)

The book assumes that in the United States public schools will be increasingly controlled by state governments. It analyzes the current patterns of decision making in regard to public education and then presents a conceptual framework of public policy research, which explains the involvement of various social organizations in this process in relation to demand for and allocation of resources. It

also makes recommendations on how to make this process of decision making more and more effective in response to increasing complexities in public school governance.

- Ferrante, Louise A. (1962) *A comparative analysis of problems in teaching adults as reported by teachers of adults and directors of adult education in public school reimbursed home economics programs in New York State during the period 1960–1962.* Syracuse, NY: Hall and McChesney, Inc.
  (Countries covered: U.S.A.)
  (teachers vs. administrators)

The purpose of this thesis was to determine major problems faced by two types of personnel associated with adult education in public schools: teachers and administrators; and to analyze instructional needs of adult teachers to be incorporated into their professional development programs.

- Gibson, James E. (1962) "A study of selected factors and attitudes comparing regular day students with continuing education students." Ann Arbor, MI: University Microfilms, Inc. (#AC003577) Unpublished doctoral dissertation, University of Arizona.)
  (Countries covered: U.S.A.: two types of learners)
  (students, programs)

Persistent claims are made about the sub-standard quality of continuing education courses due to time constraints and other factors of marginality of non-formal educational environments. This study has attempted to probe into these factors. Two thousand thirty five students were included in the study covering four colleges and 14 different departments. The students were divided into two categories: (1) those who attended 7:00 a.m. to 4:30 p.m. classes, and (2) those who met after 4:30 p.m. Data indicated that continuing education students made significantly better grades than the day students, especially employed ones. The continuing education students' attitudes or performance was not hampered by level of difficulty or prolonged period of study.

- Goettel, Robert J., et al. (1977) "A comparative analysis of ESEA, Title I administration in eight states." Syracuse, NY: Syracuse Research Corporation.
  (Countries covered: U.S.A.)
  (administration, policies, programs, research)

This study explores the dynamic interaction of people trying to improve the education of disadvantaged children through a federal categorical program. The program, Title I of the Elementary and Secondary Education Act, is a program about which very little was

known regarding administrative policies and practices. This knowledge is vital to the development of improved administrative strategies to meet the special educational needs of disadvantaged children. The study covers eight states and 32 local school districts, four in each state. The study is aimed at: (1) determining the nature of state administrative policy and practice; (2) analyzing the factors that influence different state Title I administrative policies and practices and the consequences of such differences for local Title I administration; and (3) suggesting appropriate future federal administrative strategies, encompassing possible changes in federal Title I legislation, regulations, guidelines and administrative procedures.

- Harris, Albert J., et al. (1968) *A continuation of the Craft Project — comparing reading approaches with disadvantaged urban Negro children in primary grades.* New York: Division of Teacher Education, City University of New York. LB 1573 H213

  (Countries covered: U.S.A.)
  (methods)

This research was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. It was conducted in order to study the effectiveness of different ways of teaching reading to disadvantaged, urban, Negro children. It involved a three year study of a population of over 1,300 children and a replication after two years with over 600 children. The above-mentioned areas are covered in this research.

- Israeli, Eitan. (1988) "Historical perspectives and current approaches to social rehabilitation of moshavim (rural communities) in Israel." A paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione), Rome, Italy, (May 11-14) (SUREA:PF).

  (Countries covered: Israel)
  (organization, aims, ideology)

This paper deals with the social rehabilitation of distressed rural communities in Israel as a multi-disciplinary activity of adult education, through a national program called 'moshav ovdim'. It starts with the historical background of this program based on the farmer's housing and cooperative business needs in the pre- and post-1948 periods. Then, it describes the four principles of the program: (a) family with women's liberation; (b) productive practical activity; (c) life-long learning; and (d) inter-moshav relationships. This ideological model is said to have eroded with the nation moving toward materialistic values. The paper compares

the ideal framework of moshavim with that of the actual one, and then covers recent developments in terms of various approaches to social rehabilitation. Israeli finally makes five major observations indicating the special role that education of adults has made to the Moshavim movement.

- Lapidus, George. (1955) "A comparison of education and non-education students with respect to their choice of vocational objectives." Ann Arbor, MI: University Microfilms. #13623 Unpublished doctoral dissertation, New York University.
  (Countries covered: U.S.A.: students in two majors)
  (programs, students)

The purpose of this investigation was to determine the nature and significance of the differences in various characteristics between college students choosing to become teachers and those who plan to pursue other careers. The basic hypothesis was that these two groups would vary in interest and personality patterns, and other similar intellectual and scholastic traits. Only science students showed significant superiority, over education majors. Their educational objectives are different, and so are their personality patterns. Education students show richer potential for teacher-pupil relationships than non-education students. Socio-economic factors are of lesser significance than the interests of personality of students in determining their selection of vocational objectives.

- Metz, Betty A. (1966) "A comparative study of high school records and college achievement of a selected group of adult undergraduates." Ann Arbor, MI: University Microfilms, Inc. #66-9467 Unpublished doctoral dissertation, New York University.
  (Countries covered: U.S.A.: two types of records)
  (students)

The purpose of this study was to compare the effectiveness of two types of academic records in predicting student potential achievement. The specific comparisons made included those: (1) between the college academic achievements of adult students with preparatory classes and those without them; (2) between the high school grade point average and the college grade point averages; and (3) between the college academic achievement of the adults with high school averages of 2.32 and above and the college academic achievement of the adults with those of 2.31 and below. The findings include the fact that the mean of the college averages of adult students with averages of 2.32 and above was significantly higher than that of those with averages of 2.31 and below.

- Ripple, Kenneth E. (1968) "A comparison of the opinions of adult education leaders and employment service specialists regarding the relationship of adult education programs to employment needs in selected urban communities." Ann Arbor, MI: University Microfilms, Inc. #68-17,126 Unpublished doctoral dissertation, Michigan State University.
  (Countries covered: U.S.A.: 4 states)
  (agencies, instruction, programs)

The study was designed to determine: (1) the extent of relevance of adult education programs, conducted by schools in Michigan, Illinois, Indiana, and Wisconsin, to employment needs of students and their communities, and (2) to show the relationship between the objectives of adult education objectives and needs and interests of the participants. Thirty-five interviews were held with adult educators in 25 urban communities of the four states. An additional 38 interviews were conducted in 19 employment centers in these four states. Besides other findings, it was found that adult educators are reluctant to be daring and innovative in preparing programs that would effectively prepare adults for salable positions.

- Shultz, John S. (1966) "A comparative study of day and evening undergraduate students in Temple University School of Business Administration." Ann Arbor, MI: University Microfilms, Inc. #67-6257 Unpublished doctoral dissertation, Temple University.
  (Countries covered: U.S.A.: two types of students)
  (programs, students)

The importance of this study lies in: (1) probing into whether or not day or evening school students' classroom performance is related to factors like location, age, hours of employment, or I.Q.; (2) knowing any differences between these two types of students along these lines; and (3) comparing the performance itself between these two groups of students. The study examines seven pairs of matched classes of day and evening students, and then analyzes factors influencing student performance.

- Sperling, Gordon J. (1967) "A comparative study of the theological concepts of the 1964-65 adult parish education curriculum of the Lutheran Augsburg Uniform Series." Ann Arbor, MI: University Microfilms, Inc. (#003828) Unpublished doctoral dissertation, New York University.
  (Countries covered: U.S.A.: two curricula)
  (foundations, instruction, philosophy, programs)

Upon a reexaminaton of the Lutheran Church curricula of the 1950's, a few church leaders decided to compare them with the Augsburg Uniform Lesson Curriculum series for adults. The latter

series had been in use for about 90 years. This research document is the outcome of a comparative study designed to discover, identify, and analyze the theological concepts embedded in the adult sections of the printed curricular materials of the above series for 1964–65, to evaluate them in terms of the Lutheran Church theology, and to compare them with the Augsburg series mentioned above. This Ph.D. dissertation consists of six chapters: (1) introduction to the problem; (2) the criteria for comparison; (3) the content of the 1964–65 Augsburg Uniform Series Adult Education; (4) the content of the 1964–65 adult parish education of the Lutheran Church in America; (5) a comparison of the Augsburg Uniform Series and the LCA Parish Education curriculum materials for 1964–65; and finally (6) conclusion. No significant difference was found between the amount and nature of the doctrine taught in the two curricula. However, the new curriculum (1964–65) showed a broader scope in dealing with certain doctrines of the Lutheran Church.

- Stevenson, John L. (1968) "A comparative study of residential and non-residential adult religious education programs." Ann Arbor, MI: University Microfilms, Inc. (#31846604) Unpublished doctoral disssertation, Indiana University.
  (Countries covered: U.S.A.: two types of programs)
  (instruction, philosophy, programs)

The turbulent times of the 1960s saw the American desire to experiment with various value systems. So the Church felt the need to step up provisions of adult religious education and thus the need for specialized programs and new curricula for this clientele. This dissertation was designed to measure, compare, and evaluate differential effects of three student groups and adult religious education: residential, non-residential, and traditional week-by-week programs. No significant difference was found in knowledge gain or in attitude change. However, the method of instruction seemed to make significant difference if the program consists of discussion meetings. A weekend adult religious education program in a residential setting at a campsite seems to cause adult students to donate more than those attending local church programs. No adult religious education program appears to be significantly superior in affecting definite plans to increase their donations.

- Tuijnman, A. (1988) "Educational stratification of the Swedish labor force: Macro trends and implications for policy." Paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione) Rome, Italy, (May 11–14). (SUREA:PF)

(Countries covered: Sweden)
(sociology, research, policy, futures)
In this paper, the policy implications of a forecast of the educational structure of the Swedish labor force until the year 2010 are discussed. The forecast shows that the proportion of people in the labor force who have received a level of formal schooling that is equivalent to or less than modern mandatory education is rapidly diminishing. This poorly ducated group is expected to decrease from 23% in 1986 to less than 5% in 2010. Because the proportion of comparatively well-educated individuals is expected to increase, homogeneity is expected. The findings underscore the importance of investigating the impact of adult education and personnel training on the distribution of education in the labor force.

• Tuijnman, A., et al. (1988) "Adult education and earnings: A 45-year longitudinal study of 824 Swedish men." Paper presented at the 1988 Study Seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione) Rome, Italy, (May 11-14). (SUREA:PF)
(Countries covered: Sweden)
(foundations, research, learners, economics)
Consistent with previous research, the findings indicate that acquired level of youth education, including tertiary education, functions as a socio-economic stratifier through its effects on occupational status and earnings at the age of 30, 43 and 52. The direct effect of youth education on occupational status is found to decrease from age 30 to 52, whereas the effect of adult education on occupational status augments from age 35-52. Adult education appears to mediate and reinforce the effects of youth education on occupational status. The inclusion of adult education does not necessarily alter the predictability of earnings. The probablity of acquiring adult education is significantly greater the higher the initial level of youth education.

B3 - COMPARATIVE ADULT EDUCATION AT THE INTERNATIONAL LEVEL

The following studies are related to the defintion of comparative adult education "(b) studies comparing a topic in adult education in two or more situations in different countries" (see Part I, p.1)

- Adams, Don, & Bjork, Robert. (1969) *Education in developing areas.* New York: David McKay Company, Inc. LC 2605 A3
  (Countries covered: U.K., Japan, C. Africa, S. Asia, L. America)
  (goals, foundations, systems, policy)

This brief book deals with the role of education, both formal and non-formal, in national development in developing countries. The two authors emphasize that "development is an educational process whereby people learn to understand and alter constructively their relations to their natural and social environments." The seven chapters included are: (1) defining development; (2) the contribution of education to development; (3) patterns of educational poverty: Middle Africa; (4) patterns of educational poverty: Latin America; (5) some common educational problems in the developing nations; and (6) educational planning for national development. Each chapter is followed by its summary and a list of suggested readings.

- Amaratunga, Carol M. (1977) "Indigenous nonformal adult learning in two rural communities." *Convergence*, 10 (2), 41-53.
  (Countries covered: Ghana, Sri Lanka)
  (resources, programs, learning, technology)

This paper is the conclusion of a three-part series on a Ph.D. research project: conceptualization, field work, and findings. The first article dealt with rural learners in Asia and Africa. The second was a note on a Ghanian field project. This one summarizes findings from the two case study communities in Ghana and Sri Lanka and is based on an unpublished 1977 Ph.D. dissertation. The major findings include: (1) village adults can learn numerous basic life skills and transfer them to the village settings where they are needed; and (2) the learning sources within the village setting are extremely numerous. The major areas

of knowledge transfer and informal learning in rural communities of Ghana and Sri Lanka are three: traditional knowledge and skills, intermediate technology maintenance, and occupational skills.

- Barron, Bruce, & Mohan, Raj P. (1979) "Recent trends in adult education in Eastern Europe." *Adult literacy and basic education*, 3 (1), 48–57. EJ220623 ERIC
  (Countries covered: East European nations)
  (systems, foundations, futures, models)

The highly developed adult education systems in Eastern European countries illustrate their commitment to the concept of lifelong learning. Viewing the systems of Czechoslovakia, Poland, Hungary, German Democratic Republic, and Romania, a basic model can be established. This model is comprised of three subsystems: in-school adult education, vocational and professional continuing education, and cultural and personal enrichment education.

- Bennett, Bruce L., et al. (1984) *Comparative physical education and sport*. Philadelphia: Lea Febiger. GV 205 I623
  (Countries covered: worldwide)
  (history, methods, programs, teachers, learners)

This book is an attempt to study in some depth the nature and conduct of physical education and sport in a variety of countries, to gather data, and to present them in a manner that will be of optimal use to the reader. The data and information presented are primarily from 4 main sources: (1) literature of countries; (2) a detailed questionnaire; (3) extensive personal correspondence and interviews; and (4) personal experiences. The book covers history and methodology of comparative education as well as comparative physical education and sport, physical education in the schools, intramural and extramural activities in the schools, colleges and universities; and preparing professional physical education teachers. Besides this, the book covers sports in relation to women participation, medicine, legislation, politics and race, religion, economics, and mass media. A bibliography and appendix are offered at the end.

- Block, Clifford. (1987) "New models for distance education in the developing world." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12–15). (SUREA:PF)
  (Countries covered: West Indies, Indonesia, Peru)
  (learners, programs, methods, models, evaluation)

In the United States, Canada and Europe the primary aim of distance education is to reach adult learners who cannot attend regular university courses. However, Third World countries faced

with shortages of trained teachers, inadequate communication and postal services, limited financial resources, and vast isolated rural areas, have to look beyond traditional distance education. AID Rural Satellite Program district teaching project in the West Indies, Indonesia, and Peru have developed audio-conferencing networks to extend expert resources and expand educational opportunities to remote and rural areas and have demonstrated that audio-conferencing can reliably and affordably support distance education. These projects include 25 conferencing sites and reach thousands of university students, teachers, doctors, nurses, health care workers, reseachers, and extension agents who, in turn, are better able to do their jobs and support national development efforts. This paper examines the experience of these three distance education models to meet the educational challenges confronting developing nations, including the differences and similarities of the three distinct approaches, and explores the effectiveness of audio-conferencing as an instructional tool.

- Bron-Wojciechowska, Agnieszka. (1987) "Workers and higher education: A cross-polity perspective." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K. (July 6-9).
  (Countries covered: Poland, U.S.A., West Germany, Yugoslavia)
  (foundations, ideology, systems)

This article seeks to analyze the macrosystem of workers' training and higher education from the perspective of various political structures. Four countries have been selected to broadly represent variations of the eastern and the western polities. The U.S.A. and West Germany exemplify the decentralized system, while Poland and Yugoslavia are the two examples of the eastern centralized polity. The rationale behind this distinction lies in the following facts: (1) the two eastern nations selected are one-party authoritarian states, while the western countries are democratic and pluralistic; (2) they represent two different economic systems: planned and free-market economies; (3) they belong to two different types of political structures: centralized and decentralized; (4) despite the foregoing dissimilarities, these four nations have passed similar educational legislations on equal opportunities for education; and finally (5) all of them have a long tradition of educational provisions for adults.

- Brown, R. (1967) "Manpower and active employment programs for developing countries." ED033197
  (Countries covered: developing countries)
  (program development)

Summaries of proceedings are presented for the Eighth and Ninth

International Manpower Seminars, 1967. The order in which the contents of this volume was assembled follows the general pattern of both seminars: (1) Human Resources in Economic and Social Growth – Basic Concepts, (2) Population and Employment Policies and Measures, (3) Manpower Planning and Allocation in Economic Development, (4) Manpower Strategy, Administration, and Institutions, (5) United States Policies, Programs, and Problems, and (6) Project Aurora. Project Aurora was a simulation experience in manpower planning and development for an imaginary country, Aurora. This experience offered the members of the seminars an opportunity to put to practical use the experience, information, and background materials which they had brought from their own countries, combined with concepts and ideas gleaned from the seminar discussions and field observation trips. Lists of participants and seminar leaders are included.

- Bucciarelli, Claudio. (1982) "Study and work: The pilot projects of the European community." *Western European education*, 14 (3), 30–48. EJ270358 ERIC
  (Countries covered: West European nations)
  (needs, programs, methods)

Examines the relevance of education to the needs of high school drop-outs and graduates entering the work force. Pilot projects of the European community to improve continuing education, vocational training, career education, and guidance are discussed. Italian continuing education and vocational programs are discussed.

- Charnley, Alan. (1975) *Paid educational leave: A report of practice in France, Germany and Sweden.* St. Albans, Herts: Granada Publishing Ltd. HD 5257.2 E8 C5
  (Countries covered: France, West Germany, Sweden)
  (laws and legislation, administration, organizations, research, finance)

In October 1973 the Department of Education and Science in the U.K. invited the National Insitute of Adult Education to survey the situation regarding paid education leave in three European countries: France, Germany, and Sweden. The main task of receiving and collating the evidence was undertaken by the National Institute's research officer, Alan Charnley, the author of this book. The book presents a comparative study of the following: (1) basic national statistics, adult educational systems, definition of paid education leave; (2) national and regional laws and administrative costs, future legislative action, fundamental social attitudes; (3) national, regional and local administration; (4) organizations and institutions, courses, staff, teaching methods, research attitudes of the providers; (5) demand for paid

educational leave from individuals, counselling and information; (6) renumeration during leave; duration of course; and (7) experiences in France. The book provides an appendix at the end.

- Cookery, Samuel J. (1976) "The training and supply of mid-level personnel." *Prospects*, 6 (2), 223-230. EJ145516
  (Countries covered: developing countries)
  (method/technology)

Discussed are difficulties in producing middle level technicians in developing nations. The author cites general antipathy to new ideas including technology, opposition to education for economic and religious reasons, dearth of suitable science and technical courses, and ineffective government planning as major problems.

- Cookson, Peter S., & Pena, Margarita M. (1987) "A comparative analysis of two adult vocational education programs in two countries." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
  (Countries covered: Colombia, U.S.A.)
  (agencies, resources, programs, evaluation/feedback)

When youth education agencies extend their mandate to working adults, the extension is often made without sufficient accommodation to the new clientele. Drawing on systems theory and data collected via on-site observation, examination of existing documentation, and interviews with national and state-level policy makers, program directors, and instructors, this paper reports findings of a comparative systems analysis of the accommodation of two vocational education programs to the needs of working adults: (1) a SENA-sponsored *centro* for electricity and electronics training in Bogota, Colombia, and (2) a similar program sponsored by a community college in Williamsport, Pennsylvania.

- Cory, Genevieve H. (1980) "Television experiences in other nations." *New directions in continuing education*, 5, 65-78. EJ231576 ERIC
  (Countries covered: Japan, U.K., West Germany, Denmark, India, Canada)
  (media, programs, evaluation)

Explores the politics, purposes, problems, and potential of instructional television (ITV) in lifelong learning, highlighting adult education ITV programs in Japan, Britain, West Germany, Sweden, Denmark, India, and Canada.

- Council of Europe. (1986) "Adult education and community development." *New trends: Bulletin of CDCC Project No. 9.*

Document No. 6, February 1986. ISSN 0250–0850.
(Countries covered: European nations)
(programs, organization, evaluation, policy)

This issue of *New trends* is a report on the Adult Education and Community Development Project activities that occurred since its inception in 1982. The final conference held in this connection at Strasbourg in May 1986 is not covered by this document. It summarizes: (a) activities carried out following the visits to the various locations of the project; (b) general policy guidelines originated by the activities of Project No. 1; (c) proposals for action and possible utilization of the results of the Project No. 9 activities; (d) the proposal for the final conference on adult education and community development that was to be held in Strasbourg, May 26–29, 1986. It also lists the twelve documents produced as part of this project and some related publications for sale.

• Council of Europe, Council for Cultural Cooperation. (1981) *Information, guidance and counselling in adult education.* Report of the Seminar (Soest, Federal Republic of Germany, September 22–24, 1981). Strasbourg, France: Council for Cultural Cooperation. ED245106 ERIC
(Countries covered: Europe, especially West Gemany)
(organizations, system, method, resources, policy, agencies, problems)

This document contains presentations and a summary of ideas generated at a meeting of the Council for Cultural Co-operation to discuss the state of guidance and counseling services in adult education in Europe, particularly in West Germany. According to the summary, the following themes emerged from the speeches and discussion of the conference: (1) educational guidance and counseling are structural elements and therefore an integral part of the adult education system; (2) educational guidance and counseling serve the person who is seeking education, the institutions who provide it, and the adult education system as a whole; (3) counseling should be expanded; (4) when finances are scarce, more creative ways should be explored to share resources among educational and guidance functions, possibly by the use of volunteer counselors; (5) the exchange of experience among professionals in the guidance and counseling field through meetings and publication of writings should be encouraged; (6) provisions should be made to secure guidance and counseling's place as an integral part of adult education, such as through the creation of full-time positions and changes in educational policy; (7) many questions about adult education guidance and counseling need to be resolved, along with differing opinions among practitioners and

educational theorists; and (8) educational guidance and counseling become plausible when they enhance adult education's ability to contribute to the solution of social problems and to remove the educational and social disadvantages in society. A list of the participants with addresses is included in the report.

- Coverdale, G. M. (1972) "Education and rural development with reference to developing countries." ED068064
  (Countries covered: developing nations)
  (program/development)

Seeking full use of the educational resources available to developing countries in the areas of rural education and agricultural training, this paper is concerned with ways in which the efforts of organizations and institutions concerned with rural development might be improved and expanded. A generalized critical analysis of different facets of rural education – primary and secondary education; vocational training centers; youth service (wherein youth are given the opportunity to work in return for food, clothing, shelter, and a few hours of education and training per week); government-sponsored farm (training) institutes; agricultural colleges; agricultural education at the universities; adult education and teacher training – is given. Recommendations include change from a subsistence to a cash economy and increased agricultural output to the point of exportation; "gentle" innovation; formulation of a comprehensive rural-development policy aimed at raising living standards of the rural people through increased and diversified economic activity; coordination of activities through an executive governmental council which includes an experienced agricultural educationist and provides academic and advisory support through a university department of agricultural education; provision for manpower planning; and improvement of the status and role of rural teachers, trainers, and extension workers.

- Coverdale, G. M. (1974) "Planning education in relation to rural development, fundamentals of educational planning." ED104599
  (Countries covered: developing nations)
  (philosophy, ideology, programs)

Assuming that schools, colleges, and adult education programs cannot alone produce significant rural improvement in developing nations, this booklet presents argument for educational policy that is part of a total planned rural policy and that incorporates an indirect rural bias. It is argued that if education with a rural bias is to be acceptable to parents and to children, it must not come as part of a drive to keep people on the land against their will; rather, it should be a gentle innovative but coordinated effort at

comprehensive rural development which utilizes rural teachers, trainers, and extension workers as key factors in a total rural development program aimed at an industrialized and modernized cash economy. Citing the input of new knowledge as the most productive of all investments to be made in an agricultural economy, this booklet addresses an imagined 'norm' in an underdeveloped country and presents general rural education principles which are illustrated via a multidiscliplinary approach and examples in general, vocational, extension, and adult education and teacher training. General recommendations call for manpower planning, international exchange of ideas, and coordination efforts under a centralized rural education agency.

• Curzon, A. J. (1977) "Correspondence education in England and in the Netherlands." *Comparative education*, 13 (3), 249–61. EJ172963 ERIC

(Countries covered: U.K., Netherlands)
(programs, methods, resources, learners)

Discusses the advantages of correspondence education in England and the Netherlands, the development of correspondence education in both countries, and the more recent developments of the Open University in England and the Foundation Inspection of Education by Correspondence (ISO) in the Netherlands, the former enlarging educational opportunities for a wide variety of students and the latter improving and controlling correspondence study.

• Dejene, Alemneh. (1980) *Non-formal education as a strategy in development*. Lanham, MD: University Press of America, Inc. LC 453 A43

(Countries covered: Kenya, Korea, Guatemala)
(programs, problems, development)

This monograph is based on the issue of education in lesser developed countries. The author grew up in Ethiopia and education was considered to be the only way one could get anywhere. Some graduates, though, could not adjust to modern living and Alemneh Dejene's work is geared to find out why these people couldn't adjust, and where they are now. He has established a framework of non-formal education. He has studied and compared education in different villages in Guatemala and Kenya. The introduction states the problems all underdeveloped countries have in common, the purpose of the study, and the issues the book has discussed. The first six chapters talk about the broad concept of development, definition of non-formal education, the relation between development of formal and non-formal education, and the method of study. The later chapters talk about specific countries. Chapter 10 provides a comparative

analysis of case studies.

• Dutta, S. C. (1965) *Adult education in South Asia.* Delhi, India: Indian Adult Education Association. LC 5257 S6D8
(Countries covered: South Asia)
(goals, resources)
This UNESCO-sponsored volume contains two papers on the importance of adult education as the key to social and economic development in Asian countries. The first paper analyzes the roles of adult education in urban areas in Asia. The second one identifies the specific needs of adult education activities on the continent.

• Fox, J., et al. (1987) *Adult educators from Africa: Issues in training.* Southampton, University of Southampton, Department of Adult Education.
(Countries covered: Ghana, Kenya, Sierra Leone, Tanzania)
(agencies, programs)
This report is a study of advanced level training provided by British universities for Third World adult educators. The main focus is on the postgraduate program offered by five British universities: Edinburgh, Hull, Manchester, Reading, and Southampton. One unusual aspect of the research is that it was carried out by an international team made up of adult educators from the training institutions in the four African nations together with members of staff of the Department of Adult Education at the Southampton University. The curricula in the field of adult education should be problem-centered and practice-oriented rather than derived from established disciplines and then imposed upon adult education. The academic courses for adult education should be interdisciplinary rather than multidisciplinary.

• Gumbert, Edgar B. (ed.) (1985) *A world of strangers.* Atlanta, GA: Georgia State University. LC 1090 W675 1985
(Countries covered: U.S.A., U.K., India, U.S.S.R)
The papers in this volume were originally presented as lectures at Georgia State University in May 1984, which were sponsored by the Center for Cross-Cultural Education and the College of Education. The authors were asked to address the question How and what do people of particular nations of the world learn about other people and nations? The book is made up of four chapters. The first chapter talkes about America's knowledge and attitudes towards the world. The second, on how Soviet citizens learn about the world; the third, on the British view of the world; and the fourth gives the case study of India while talking about the center and periphery in knowledge distribution in the Third World. The

book also provides end notes. The conclusion is that most people have a hazy and distorted view of the world beyond their immediate areas. The media which bring world views should be resistant to the domination of a particular group, which further distorts true knowledge of the rest of the world.

- Höghielm, Robert. (1987) "Comparative analysis of adult education in the Nordic countries." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6–9). (SUREA: PF)
  (Countries covered: Norway, Sweden, Finland, Denmark)
  (ideology, foundations, systems, finance, research)

The paper traces the history of adult education in the Nordic countries and covers the present status from the viewpoint of government legislations and their budgetary implications for education of adults. It also analyzes the extent of utilization of adult education for social change and various reform strategies providing information for future changes in long-term planning of both national development and adult education for socio-economic and political development in each country. The model that has been evolved in the paper can be summarized as follows: While the national public policy formulates national development objectives and thus provides the formulation context, adult education provides an implementation context. Both the national development and adult educational policies collaborate in the fulfillment and evaluation of the effects of implementation of the set objectives.

- Houston, R. A. (1985) *Scottish literacy and the Scottish identity: Illiteracy and society in Scotland and Northern England, 1600–1800.* Cambridge, U.K.: Cambridge University Press. LC 156 G72 S354
  (Countries covered: U.K.)
  (history, programs, agencies)

This book deals with Scottish literacy. It first discusses the structures and trends in illiteracy in seventeenth and eighteenth century Scotland and mid-seventeenth-century England. The measures of literacy as well as the reasons for literacy are outlined in the text. Similarities and differences in oral culture and literal culture are also discussed. And finally, the book deals with the politics of literacy and literacy as it relates to the Scottish identity. The book offers an excellent bibliography, index, and appendices.

- Jessup, F. W. (1972) *Historical and cultural influences upon the development of residential centers for continuing education.*

Syracuse, NY: Publications in Continuing Education. LC 5219 J47
(Countries covered: Denmark, Sweden, Norway, Finland, Netherlands, West Germany, U.S.A., U.K.)
(foundations, history, programs)

This book deals with the continuing education program as a part of the studies and training program in the above countries. The main goal of the program was to expand the growth of university activities in continuing education. Some cultural as well as historical factors which have contributed to the development of continuing education are also mentioned. The belief of residential adult colleges is highly stressed along with the modification of the continuing education program. The book provides footnote references at the end.

• Keene, Patrick. (1985) "Internationalism in early adult education." *International journal of lifelong education*, 4 (3), 229–38. EJ321900 ERIC

Explores the nature and scope of internationalism in early 19th century adult education, using as a context the lyceums and mechanics' institutes of Britain and North America. The contacts involved newspaper and journal accounts, the personal advocacy of former members, written advice from promoters and administrators, and the contributions of visiting lecturers.

• Khan, Akhtar H. (1986) "My fifty years of literacy and adult education." *Convergence*, 19 (1), 39–47.
(Countries covered: India, Pakistan, Bangladesh)
(programs, problems, resources, aims, methods)

Khan covers his personal involvement in literacy and adult education activities from the community development perspective in the three nations of the sub-continent: India, Bangladesh, and Pakistan during the fifty years between the 1930s and 1980s. He compares the socio-economic and political milieux surrounding his social work activities during the British period in undivided India, the start of the Comilla Project in East Pakistan, and then since the birth of Bangladesh. He covers three different projects: Comilla, Doudzai, and Orangi and compares the varying roles of the mosque in the spread of functional literacy and the uplift of women's education.

• Kidd, J. R. (1979) " 'A China plant and an Indian cane': Adult learning programmes in India and China." *Indian journal of adult education*, 40 (1), 9–36. EJ215635 ERIC
(Countries covered: India, China)
(programs, history, foundations, methods, administration)

Compares the educational systems, particularly non-formal education, of India and China, and the impact on education of socio-political factors, history, government, ideology, languages, and cultures. Includes differences and similarities in educational facilities, personnel, methods, some national statistics, and charts of the education systems in both countries.

• Kidd, J. R. (1974) *A tale of three cities.* Syracuse, NY: Syracuse University Publications in Continuing Education. LC 5201 L3
(Countries covered: worldwide)
(history, policies, methods)
This book is the third publication in the Liveright series which progresses from matters of domestic to international concern, and talks about the three UNESCO World Conferences on Adult Education, held in Elsinore (1949), Montreal (1960), and Tokyo (1972). Each varied in style, mood and content from the others but each reflected the concerns of the day and affected subsequent activities. Kidd discusses the achievement of and happenings during the particular conferences, as also a brief note on the delegates and their reactions. The first (Elsinore conference) covered issues such as education for workers and for work, education for leisure, aims of adult education, role of universities, and international machinery to secure continued cooperation. The chapter on the Montreal Conference includes addresses on various aspects of adult education like man's communication and education of adults in a changing world, responsibilities of the adult educator in a changing world, social sciences and adult education and some resolutions regarding role and content of adult education, methods of adult education, and structure and organization of adult education, were adopted. In the Tokyo Conference most delegates were concerned about role of culture and arts and jobs or with basic education. Other issues discussed were democratization of education, learners of all ages, not just teachers, inspectors and administrators have an enlarged role in learning. This is followed by a conclusion and an appendix on adult education.

• Kulich, Jindra. (1987) "Access to information on adult education abroad: Comparative content analysis of selected adult education journals." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (J , 6–9). (SUREA:PF)
(Countries covered: Australia, Austria, Canada, Czechoslovakia, New Zealand, Poland, Switzerland, U.K., U.S.A., West Germany, Yugoslavia)
(resources, research, systems)

This study deals with the question as to what extent adult educators in a number of countries can be oriented to and informed about adult education outside their own country through the pages of their national journals. The study covers the 15 year period from 1972, the year of the Third World Conference on Adult Education. Fifteen journals from eleven countries were selected for the analysis. Four of these were published in Eastern Europe, five in Western Europe, two each in Canada and the U.S.A., and one each in Australia and New Zealand. The content analysis dealt with the following: (1) number of pages given to articles dealing with domestic and foreign themes, (2) number of articles on domestic and foreign themes, (3) classification of content of the articles on adult education abroad, and (4) number of book reviews dealing with domestic and foreign themes. It was assumed for this study that adult educators learn about adult education abroad primarily from reading their national adult education journals. If this assumption is accepted, it can be deduced from the analysis that, in general and for the period 1972–1986, adult educators in Poland had the most access to information about adult education abroad, while adult educators in New Zealand had the least access. The other nine countries, in rank order from most to least, were: Czechoslovakia, Switzerland, United Kingdom, Austria, West Germany, Yugoslavia, U.S.A., Australia, and Canada. However, further and more detailed analysis is required, and this report should be seen as preliminary reporting of the findings.

- Kulich, Jindra. (ed.) (1977) *Training of adult educators in East Europe*. Vancouver: Centre for Continuing Education, The University of British Columbia. LC 5256 A2 T73
  (Countries covered: Czechoslovakia, East Germany, Hungary, Poland, Romania, U.S.S.R., Yugoslavia)
  (research, training of staff, training of adult educators)

The purpose of this volume was to collect already published but scattered information on the training of adult educators, in the broad meaning of the term accepted in the East European countries. The book brings together descriptions of all except two European countries (Albania and Bulgaria), related to the above mentioned areas, with the hope that it will provide useful information to colleagues in many countries, provide interest in the examination and comparative study of the provision for training of adult educators and will stimulate further exchange of information across national boundaries.

- Kulich, Jindra. (1985) "University level adult education in East Europe." *International journal of university adult education*, 24

(3), 137–61.
(Countries covered: Bulgaria, Czechoslovakia, German Democratic Republic, Hungary, Poland, Romania, U.S.S.R. and Yugoslavia)
(part-time degree credit, non-credit general education, professional continuing education, training of adult educators, research carried out by universities)
This report on the situation in East Europe is part of a larger study of the relationship between universities and adult education in continental Europe, carried out during 1984. Information contained in the study was obtained from analysis of published and unpublished sources, as well as from extensive visits to institutions and organizations in Europe. The report has attempted to answer the question: What university level adult education is provided by the universities or other institutions or organizations in East Europe? The response is organized into the following six components: (a) general non-credit continuing education; (b) part-time degree credit study; (c) professional continuing education; (d) training of adult educators; (e) research in adult education; and (f) community development and community service.

- Kulich, Jindra. (1985) "University level adult education in Scandinavia." *Canadian journal of university continuing education*, 11 (2), 33–3.
(Countries covered: Denmark, Norway, Sweden)
(part-time degree credit, non-credit general education, professional continuing education, training of adult educators, research carried out by universities)
This report on the situation in the three Scandinavian countries is part of a larger study of the relationship between universities and adult education in continental Europe, carried out during 1984. Information contained in the study was obtained from analysis of published and unpublished sources, as well as from extensive visits to institutions and organizations in Europe. The report has attempted to answer the question: What university level adult education is provided by the universities or other institutions or organizations in Scandinavia? The response is organized into the following six components: (a) general non-credit continuing education; (b) part-time degree credit study; (c) professional continuing education; (d) training of adult educators; (e) research in adult education; and (f) community development and community service.

- Kulich, Jindra. (1985) "Training of adult educators in East European countries." *Convergence*, 18 (3–4), 50–8.
(Countries covered: Albania, Bulgaria, Czechoslovakia, German Democratic Republic, Hungary, Poland, Romania, U.S.S.R. and

Yugoslavia)
(all levels of training of adult educators)
This outline overview attempts to present the provision of training for adult educators in East Europe, classified into five areas: (1) compensatory training for adult educators; (2) training at secondary-technical level; (3) training at higher education level; (4) inservice training; and (5) training of volunteers.

- Kulich, Jindra. (1984) "Approaches to theory building and research in adult education in East Europe." *International journal of lifelong education*, 3 (2), 127-36.
  (Countries covered: Bulgaria, Czechoslovakia, German Democratic Republic, Hungary, Poland, Romania, U.S.S.R. and Yugoslavia)
  (theory building, research)

Adult education in the East European countries is viewed very broadly and includes the formal school-type provision, training in the industrial enterprises, and widespread network of non-formal facilities such as libraries, houses of culture, trade union and village clubs, people's and workers' universities, political party organizations, and mass organizations for culture and sport. In the post-second world war period, sociological research has been discouraged, if not banned outright, until the 1960s. Writing and publishing into the late 1950s has been primarily in the area of theory building, conceptualization, definition and ideological argument; since 1950 all the theory building went along the lines of Marxist-Leninist social theories. Today, adult education research in East Europe is a considerable enterprise and should be of interest to adult educators outside that region. This article is an attempt to introduce adult educators in other countries to the major research directions and institutions in East Europe.

- Kulich, Jindra. (1983) "Patterns of adult education in East Europe." In *Adult learning and education*, edited by M. Tight. London: Croom Helm. pp. 20-37.
  (Countries covered: Bulgaria, Czechoslovakia, German Democratic Republic, Hungary, Poland, Romania, U.S.S.R. and Yugoslavia)
  (general overview of organizational structure of adult education)

Adult education in the East Europen countries is viewed very broadly. It does include not only the usual formal school-type provision at the elementary, secondary and post-secondary levels, and the considerable training in the industrial enterprises, but also a widespread network of non-formal facilities and programs such as libraries; houses of culture; trade union and village clubs; people's and workers' universities; societies for the popularization of science; political party organizations; amateur art, music theatre and folklore groups; mass organizations for culture, education,

physical culture, and others. Adult educators are often referred to as cultural or cultural-educational workers. Consistent with the post-war ideological, political and economic system in East Europe, all forms of adult education and cultural work have to fit into the prevailing social system and into the planned economy, as well as being subject to Communist Party and state control. The article outlines the historical background and development, as well as current organizational structure of adult education.

- Kulich, Jindra, & Krüger, Wolfgang (eds.) (1980) *The universities and adult education in Europe.* Vancouver: Center for Continuing Education, The University of British Columbia. LC 6256 A2 U513 (BBB04845) ED194769 ERIC
  (Countries covered: Europen nations)
  (organizations, futures, programs, policies)

Published as a stimulus to further studies in comparative education and comparative adult education, this book is an English edition of most of the papers presented in June 1978, at an international seminar held in West Berlin on "The Universities and Adult Education: Trends and Perspectives in Europe." The introduction, by Wolfgang Krüger, provides an overview of adult education and a mini-summary of the status of adult education in eleven countries. He supplies a rationale for studies in comparative education, profiles the development of adult education in Europe, and predicts future trends in the field for both traditional university studies and new forms of study for adults. Following the introduction, papers reviewing the status of university adult education are presented for the following countries: Austria, Denmark, France, West Germany, Great Britain, Italy, Norway, Poland, Sweden, Switzerland, and Yugoslavia. A list of authors' addresses is included.

- Kurpius, D. J., et al. (1977) *Supervision of applied training: A review.* Westport, CT: Greenwood Press. RA 790.8 S94
  (Countries covered: worldwide, especially USA)
  (administration, support services, programs, teachers, evaluation, research)

The book is an attempt to explore supervision in the fields of psychiatric education, counseling and psychotherapy, thought and practice in teacher education, social work, and renewal training. The chapters are written from a decade or more of literature in each of the various fields. At the end of the last chapter, personal observations and views of the authors are included. Their interest is to have educators and trainers examine their individual and program practices, and to promote systematic evaluation and inquiry. The primary aim of the book is to provide a compact

review of research and literature published since 1960 which pertains to the training supervision of psychiatrists, counselors, teachers and social workers. The secondary aim is to provide commentaries by prominent trainers on the present and future state of the supervisory function within their individual fields in order to encourage comparisons and patterns of possible influence. Every essay is followed by a list of references.

- Lund, Ragnar (ed.) (1949) *Scandinavian adult education.* Westport, CT: Greenwood Press, Publishers. LC 5256 S3 L8
  (Countries covered: Denmark, Finland, Norway, Sweden)
  (methods, systems, history, programs, research)

There are many common aspects in adult education in Scandinavian countries. This basic idea was nourished by the countries and they have learned a lot from each other. The countries covered are: Denmark, Finland, Norway and Sweden. The areas covered are historical background, schooling system for adult education, the teaching programs, associations for educational programs, etc. Separate studies of the work in each country should be of interest since they have not been stressed much.

- Lycetter, Margaret. (1987) "Improving basic educational opportunities for women in developing countries." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington DC, (March 12–15). (SUREA:PF)
  (Countries covered: developing countries)
  (foundations, facilities, administration, policy, programs, finance)

This paper reviews women's educational status in the Third World, analyzes obstacles to improving women's access, and summarizes promising policy and project level approaches to reducing barriers. Major obstacles to female participation reviewed here include: direct and indirect costs of sending girls to schools, sex-segregated or coeducational schools, marriage age, promotion/repetition policies, school location, school facilities, and teacher sex. Promising policies to be reviewed include: greater funding for primary education, cost recovery to improve school quality, reducing the opportunity costs of education, increasing the availability of female teachers, improving the distribution of schools. Case studies of successful projects and programs are also presented.

- Mabuyi, Dennis. (1987) "African languages and education in Tanzania and Zaire: Two perspectives on language policy." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington DC, (March 12–15). (SUREA:PF)

(Countries covered: Tanzania, Zaire)
(policies, systems, evaluation)
A major issue in Sub-Sahara African education is the controversy about the choice of a national/official language and/or the medium of instruction. This is especially true in the post-independence period for, with political independence and increased national consciousness, has come a serious reevalaution of the inherited colonial restrictions. While language policy strategies remain largely problematic, this study of two language perspectives looks at what these nationals have actually done in their respective search to handle the language problems in their multi-lingual societies. Based mainly on relevant literature in language policy, planning, linguistics, surveys, and interviews with policymakers, the study raised the basic issues of, Why did the Swahili perspective work in Tanzania? and Why can't Zaire free itself from the burden of the perspective inherited from the past?

• Marris, Norman C. (1970) "Education and middleman power development in Malaysia." ED044088
(Countries covered: Malaysia, Thailand)
(program, development, economics, goals, methods, system, policy)
One of the essential factors in the economic development of nations is the attainment of a manpower mix which is strategically suited to current development problems, and which will also provide a catalyst for improvement and change. A review of the literature indicates that, although education per se is important, individual countries must practice different strategies of manpower development at different stages in their economic development. The thesis of this report is that for Southeast Asia and developing nations in general, middle manpower development, and the kinds of institutions needed for such development (technical colleges, junior colleges, post-secondary vocational schools, business colleges, nursing schools, etc.) should be given top priority in the decade ahead. In this report the importance of middle manpower is discussed in general and in Southeast Asia in particular. A brief overview is given of economic development in Malaysia, followed by a look at Malaysia's economy. Malaysia's present manpower mix is discussed in detail, as well as the country's educational system and its commitment to manpower development. The report concludes with a proposal for the establishment of a system of comprehensive junior colleges designed to meet Malaysia's manpower needs.

• Mhaiki, Paul J. (1980) "Adult education in other countries." *Indian journal of adult education*, 41 (6-7), 37-39. EJ239955

ERIC
(Countries covered: China, Vietnam, U.S.S.R)
(programs, methods, policy)
Reviews literacy campaigns, continuing education, and other programs for adults in China, Vietnam, and the U.S.S.R.

- *Midlevel technical education and manpower: Central America. Final Report.* (1974) ED102051
(Countries covered: Central America)
(program, development, needs)
An American Society for Engineering Education team, made up of experts in engineering, agriculture, business, and health, establishes in this study a factual and philosophical base for measuring and meeting the need for midlevel technicians in Central America. The controlling assumption of the study, based on the experience of fully developed countries, is that properly trained technicians are increasingly crucial to progress in agriculture, business, engineering, and health as economic development accelerates. Arranged by these occupational areas, sections describe the status of each occupation and the educational preparation it requires, summarize recommendations for the development of midlevel technicians, and discuss implementation strategies for educational improvement. Recommendations that are offered for immediate action in health, for instance, include finance for renovating, equipping, and expanding present health care facilities; higher salaries for health team members; development of more and better qualified lower health personnel; and improved health service programs in the areas of nutrition, sanitation, potable water, and family planning. Appendices include bibliographies, statistical charts and tables, and lists pertaining to the subject matter in this study on Latin America.

- Mills, Roger (1978) "Student support and advisory services in distance and adult education." *Teaching at a distance*, 11, 7309. EJ183659 ERIC
(Countries covered: worldwide)
(learners, resources, methods, curricular)
Support services provided to students studying at a distance or taking adult education courses in several countries were examined. Information was obtained from papers presented at an international symposium. Implications for the development of advisory and support services inside and outside the Open University are considered.

- Mottershead, N. F. (1949) "A comparative study of world movement in adult education." Unpublished doctoral dissertation,

University of California.
(Countries covered: Australia, Denmark, Germany, U.K., U.S.A., Japan, Hungary, Canada, Switzerland, Europe)
(foundations, agencies, resources)

Mottershead's research into selected world movements in adult education was designed to identify the special common conditions necessary for the success or failure of such movements. Three criteria were used in selecting these movements. Firstly, the presence of a common single concept that has been translated into action and also followed elsewhere. Secondly, the movement ought to have been implemented in three different sets of national environments to allow significant comparisons. Thirdly, the purity of origin of the movement must be verifiable. That is, the movement should have started as an adult education movement, not as an appendage to any other type of movement. Leadership needs arising out of social conditions, factors favorable to adult education, and examples of work done in other countries are the sources of motivation and incentive.

- Mutangira, Joseph, & Fordham, Paul. (1988) "Process and product: Researching the advanced training needs of African adult educators." A paper presented at the 1988 Study seminar: Comparative Research in Adult Education, at CEDE (Centro Europeo Dell'Educazione), Rome, Italy, (May 11-14). (SUREA:PF)
(Countries covered: U.K., Ghana, Kenya, Sierra Leone, Tanzania)
(needs, research, methods, professional development)

The two authors state that this paper describes "how an international team set about the task of researching these objectives, together with a summary of the main outcomes as seen by the research team." Initially Nigeria was part of the original group of countries (Ghana, Kenya, Sierra Leone and Tanzania), which were included in the study of 200 adult educators who came to U.K. for post-graduate training. The six-point mission of the project focussed on: (a) analysis of the role and functions of adult educators; (b) identification of training needs; (c) evaluation of the present training courses in the recipient nations; (d) analysis of any further training needs; (e) evaluation of the existing U.K. courses relevant to their further training needs; and finally (f) making recommendations concerning selection, procedures, curriculum, methodology and evaluation techniques for advanced level courses in Africa and the U.K. The paper reports on the extent of the fulfillment of this mission in terms of its process, product, and conclusion.

- Nickse, Ruth. (1986) "A comparative look at adult literacy programs in Stockholm, London and Boston." Paper presented at the 3rd Annual National Conference at the University of the District of Columbia, Washington, DC, (September 25). (SUREA:PF)
  (Countries covered: Sweden, U.K., U.S.A.)
  (programs, evaluations, learners, methods)

The paper summarizes a comparative study of literacy programs in Stockholm, London, and Boston with a view to identifying their common issues, concerns, strengths, and weaknesses. The first component of the paper establishes a rationale for a comparative study of these three apparently diverse situations. Other components include: (a) student orientation; (b) instructional methods; (c) instructional materials; and (d) program evaluation. Finally, it uses nine criteria to evaluate literacy programs, followed by six recommendations for the three programs studied.

- Nishide, Ikyuo. (1987) "Opportunities for higher learning for older adults: Comparative perspective on Japan and the United States." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
  (Countries covered: Japan, U.S.A.)
  (foundations, ideology, evaluation, learning)

Based on the assumption that education for older people will play a significant role in our aging societies, this paper examines the opportunities for higher learning currently available to older adults in Japan, comparing them with those in the United States, and attempts to identify the socio-cultural and institutional factors which promote (or restrict) the development and expansion of opportunities for higher education for older people in two different societies, analyzing data from several surveys related to the subject.

- Owen, Edward E. (1987) "Educational research in China: An appraisal of a joint program between University of Victoria, Canada and East China Normal University Shanghai." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
  (Countries covered: Canada, China)
  (administration, foundations, research, systems)

The joint research program in education between the Faculty of Education, University of Victoria, B.C., Canada, and East China Normal University, Shanghai, People's Republic of China, aims to enhance research capacity and assist in educational reform. After three years of studies involving nine projects in curriculum,

administration, distance education and evaluation, the degree of success commensurate with the efforts is assessed and the problems that have emerged from the cultural interplay in a joint program are discussed.

- Pátek, Jaroslav, and Savický, Ivan. (1987) "Freedom and responsibility: On the philosophy of education." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6–9). (SUREA:PF)
  (Countries covered: worldwide)
  (ideology, systems, programs, learners)

The paper argues that the current educational structures in the West are based on the value systems developed in the period from 16th through 18th centuries. According to its two authors, the human life has made a "leap into a realm of freedom" but the educational system is still inordinately constrained and thus fails to prepare the individual for this freedom. They question the role of social sciences that have been unable to grasp all the dimensions of modern life. A case has been made in favor of ethics, which need to be different and much more comprehensive than the latest Christian ethics evolved since Reformation and Renaissance.

- Phillips, Herbert E. (1978) "Learning from the Scandinavian experience." *Community and junior college journal*, 48 (8), 42–6. EJ185214 ERIC

Describes educational systems in Norway, Sweden, and Denmark, touching on tuition costs, adult education programs, vocational education programs, folk universities, admission standards, certificate of completion, radio and television courses, study circles, no-grade system, and the international folk college.

- Rao, V.K.R.V. (1966) *Education and human resource development.* ED028347
  (Countries covered: Nations of Asia and Africa)
  (professional, development)

This book, written by an Indian economist, attempts to show the role education and educational planning can play in human resource development. Though the volume is written in the Indian context and the last section is on purely Indian problems (language, youth, and social integration), the broad policies it deals with, the logic it contains, and the facts which are used for illustration are intended to have relevance to the developing economies in general and especially to nations in Asia and Africa which are trying to accelerate their economic growth through planned effort. After discussing the connection between economic

growth, human resource development, and education, the book deals with such specific problems as manpower planning, education as investment, the place of higher education, and the technology of education. Two appendixes include (1) a reproduction of the author's address to a conference of state education ministers held in June 1965, containing his thinking on educational policies and priorities in India's fourth plan; and (2) 12 tables and two graphs all bearing on the Indian situation, but also on other developing countries.

- Raudenbush, Stephen, & Schwille, John. (1987). "Policy implications of the use of different parameters to examine the distribution of schooling outcomes in developing countries." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12–15). (SUREA:PF)
  (Countries covered: developing countries)
  (foundation, policy)

Although the choice of outcome measures is crucial to the study of school effectiveness, the choice of parameters to be studied may be equally important. This paper discusses the implications for policy analysis of using parameters other than the mean to examine the distribution of outcomes in developing countries. Emphasis is placed on the use of variance as a measure of equity. Policy implications of the social distribution of outcomes are explored.

- *Report of the United Nations Interregional Seminar on the Employment, Development, and the Role of Scientists and Technical Personnel in the Public Service of Development Countries*, Vol. III, Technical Papers. (1971) ED063107
  (Countries covered: developing nations)
  (program, development)

This collection of papers is the third of three volumes presenting the proceedings of the United Nations Interregional Seminar on the Employment, Development and Role of Scientists and Technical Personnel in the Public Service of Developing Countries (Volume 1, Report of the Seminar; Volume II, Country Papers; and Volume III, Technical Papers). Contained in this volume are these eight papers: (1) Career Planning and Career Development of Scientific and Technical Personnel, Including Improvement of Their Managerial Skills; (2) Role of Scientific and Technical Personnel in National Development, Within the Framework of the Public Sector; (3) National Science Policies Affecting Career Status and Working Conditions of Scientific and Technical Personnel in the Public Sector; (4) Policies and Programmes to Increase and

Improve Motivation, Creativeness, Leadership and Other Factors Basic to Effective Performance of Scientific and Technical Personnel in the Public Sector; (5) Development and Administration of Public Personnel Systems to Ensure Maximum Effectiveness in the Recruitment, Orientation, Placement, Promotion, Retention and Remuneration of Scientific and Technical Personnel; (6) Improvement of Management in National Civil Service Systems Having Significant Numbers of Scientific and Technical Personnel; (7) Some Major Issues in Role, Employment and Development of Scientific and Technical Personnel in Public Service; and (8) Health Manpower Planning.

- Rhode, M., Jr. (1978) *Manpower for industry and developing nations.* ED084348
  (Countries covered: developing nations)
  (evaluation, feedback)

Developing nations face considerable difficulty in generating new and specialized skills economically and quickly and in making the best possible, most efficient use of these skills already existing in the country. This paper examines the difficulties faced in estimating industrial skills requirements, explores the narrow aspects of the efficient use of manpower and considers some systems of education and training. It is concluded that determination of goals along with the development of efficient systems for attaining those goals is the singularly most difficult problem to be solved in determining manpower needs for developing countries. In order to ensure the efficient and orderly movement toward industrialization, the government of a developing nation must set forth a clear definition of national goals in the education and trainining of industrial manpower. Further, they must ensure that effective education and training systems are developed; promote, coordinate and implement industrial training programs when necessary; and, induce industry to assume a large role in the development of skills.

- Risk, Mirna, & Crossman, Bob. (1979) "The right to continuing education and the Italian initiative." ***Adult education*** (London), 52 (4), 244–50. EJ219216 ERIC
  (Countries covered: U.K., Italy)
  (learners, policy, foundations)

Paid educational leave, although a current topic of discussion, is not the highest priority in the concerns of British trade unions. In Italy, however, the trade unions have been largely instrumental in bringing about the introduction of "second chance" education extending beyond retraining.

• Rivera, W. M. (ed.). (1987) *Agricultural extension worldwide: Factors for success.* Beckenham, England: Croom Helm Ltd. biblio. S 544 A59
(Countries covered: worldwide)
(programs, goals, systems)
Agricultural extension, by which research information is communicated to farmers, is the largest problem-solving educational system in the world. Agricultural extension is thus a major area of adult education and this book fills a gap in the literature of both agricultural extension and adult education. The book presents an international perspective on agricultural extension and highlights extension as an integral function of agricultural development. The book comprises 16 papers presented at the Centre for International Extension Development at the University of Maryland.

• Roderick, Gordon. (1981) "Oklahoma and continuing education." *Adult education* (London), 53 (6), 354-60. EJ243525 ERIC
(Countries covered: USA (Oklahoma), U.K.)
(finance, methods, teachers, organizations, programs, policy)
Discusses the continuing education program at the University of Oklahoma as a basis for comparison with Great Britain. Topics include funding, appropriate teaching approaches, types of staffing, competition with junior and community colleges, business and industry involvement, and attitude of the public.

• Roderick, Gordon W. (1984) *Post-school education.* Dover, New Hampshire: Croom Helm. LA 227.1 R63
(Countries covered: U.K., U.S.A.)
(foundations, system)
The book is about the history of post-school education in the early 1900s and the role it has played in society through the years. It examines the traditions of and attitudes about post-school education in early Europe and the United States. It examines the political and social impact of post-school education in England and America. The book also traces post-school education from its early beginnings to the 20th century, examines the growth of technical education and the development of the university system of education. In addition, the author discusses the role of government in post-school education from its beginning to the 20th century. The author's conclusions support his thesis by examining the American education and its effect on early American society, from its beginning in agriculture and the so-called new technologies of that period.

• Sällnas, Ingemar. (1975) *Comparative adult education.* Dar-es-Salaam, Tanzania: Institute of Adult Education. LC 5215

S28
(Countries covered: Tanzania, U.S.A, Sweden, U.S.S.R., China, Cuba, Mozambique, Somalia)
(history, goals, programs)
This handbook contains notes which the author used in offering tertiary level courses in comparative adult education at the Institute of Adult Education, Dar-es-Salaam, Tanzania, East Africa, during the early 1970s. The author has covered Tanzania, U.S.A., Sweden, Soviet Union, China, Cuba, Mozambique, and Somalia by discussing in each case: (a) general facts; (b) history; (c) national development characteristics; (d) education; (e) adult education; (f) essential questions related to adult education; and (g) other peripheral data on adult education. The book also contains a bibliography for further readings on adult education.

• Schadt, Armin L. (1969) "The volkshochschule: A comparative study of adult education in the Federal Republic of Germany and the German Democractic Republic." Unpublished doctoral dissertation, Ohio State University.
(Countries covered: East Germany, West Germany)
(methods, ideology, systems, policies, evaluation)
This Ph.D. dissertation is an indepth analysis of adult education systems in East and West Germany. After a brief introduction, the author discusses: (a) the rationale for comparative approaches to adult education; (b) traces its historical development; (c) locates the place of democracy in adult education and of the two countries; (d) analyzes the systematic development of adult education in the two Germanies; and then finally (e) evaluates the two systems to conclude that adult education in both parts brings forth the best that is within the individual and which serves as the reflection of his attribute toward life.

• Schuller, Tom, & Megarry, Jacquetta (eds.) (1979) *Recurrent education and lifelong learning. World yearbook of education 1979.* New York: Nichols Publishing Co. L 101 G8 Y4 1979 ED182432 ERIC
(Countries covered: worldwide)
(learners, research, finance, organization, ideology)
To bring a comparative education perspective to the practical problems of recurrent education and lifelong learning, the essays in this collection are written by authors from around the world. Part 1 (Orientation) and Part 2 (Major Issues) clarify concepts and issues of general application. Topics include work/leisure/education/life cycle, definitions and distinctions between recurrent education and lifelong learning, research insights into adult learning, financial implications, and educational implications of

changes in western society including the democratization of work. Part 3 contains nine empirical studies on international developments in the U.S., France, Norway, Sweden, West Germany, Eastern Europe, Africa, China, and Asia and the South Pacific (particularly Australia). The four essays in Part 4 focus on trends in Britain, recurrent education, comprehensive system for adult education, coordination of vocational education for adults, and the Open University and the future of continuing education. Short summaries of all essays are provided along with a final chapter of discussion and synthesis, biographical notes on the twenty contributors, and a consolidated bibliography and index.

- Shaffer, Harry G. (1981) *Women in the two Germanies: A comparative study of a Socialist and a non-Socialist society.* New York: Pergamon Press. HQ 1630.5 S52
  (Countries covered: East Germany, West Germany)
  (ideology, administration, policy)

As the title suggests, the status of women in the two Germanies is compared. In the West there is a basically free enterprise society, much more welfare-oriented than United States (tuition-free universities, paid maternity leaves, a nationwide prepaid health care insurance for all workers, etc.) and in the East, a socialistic planned economy with the socialistic Unity Party in control, officially committed to the Marxist-Leninist ideology, aligned with the Soviet Union and the socialist countries of Eastern Europe. For comparison the wide variety of legal, economic, political and social aspects of life in the two countries have been considered, such as equality or lack thereof under the law, in education, on the job and in the home. Also some of the women's organizations and their actions have been discussed.

- Shumovsky, S. A. (1969) "The planning of technical education in developing countries: Lessons from U.S.S.R. The fundamentals of educational planning." ED118784
  (Countries covered: developing nations and U.S.S.R.)
  (philosophy, ideology, methods)

This paper discusses the relationship between economic development and education in developing countries, with major emphasis on the experience of the U.S.S.R. between 1917 and 1968. Separate sections of the paper examine the economic role of education in developing nations, the historical development of technical education in the U.S.S.R., the training of research personnel in the U.S.S.R., the training of teachers in the U.S.S.R., and some practical considerations in planning technical education for developing nations. In addition, the appendix contains a series of statistical tables that summarize a variety of educational and

economic data for the U.S.S.R from 1913 through 1967.

- Siddiqui, Dilnawaz. (1977) "A comparative study of the differential effects of governmental attitudes on the status of adult education in India and Tanzania." Paper presented at Syracuse University, School of Education. (SUREA:PF)
  (Countries covered: India, Tanzania)
  (finance, programs, methods, policy, model)

Siddiqui compares the rhetoric of the contemporary political leadership in regard to their support for adult education in India with the firm and forceful steps taken by the socio-political elites of Tanzania. He traces a model for such a strong action: (a) realization, by a charismatic leader or a group of trusted followers of such a leader, of the importance of adult education in nation building; (b) issuance of a decree or a strong statement in support of adult education; (c) planning for a nation-wide campaign; (d) execution of the idea through a thorough cooperation and coordination of all related efforts; and (e) use of punitive measures against those refusing to comply. Siddiqui gives examples of successful campaigns of mass adult education in various nations and analyzes them to derive some common features to be incorporated into current and prospective attempts in this regard.

- Siddiqui, Dilnawaz. (1980) "National development planners' awareness of and supportiveness for adult education and training programs in Botswana, Kenya, Tanzania, and Zambia." Unpublished doctoral dissertation, Syracuse University. Microfilm 300
  (Countries covered: Kenya, Tanzania, Botswana, Zambia)
  (finance, goals, policy, learners, resources, organization)

Adult education and other human resource development activities are both the instrument and the outcome of socio-economic growth of a nation. However, for these activities to succeed, their importance ought to be recognized by both national development planners and those involved in organizing, implementing, and monitoring their delivery system, i.e., adult educators themselves. This study supports the argument that supportiveness for these activities is related to awareness of them. It does so in the specific context of a comparative international policy analysis of four African nations: Botswana, Kenya, Tanzania, and Zambia. The author supplements his survey findings by personal interviews with over one hundred ministers, social and economic planners, as well as with educators and training administrators in the four countries. Before conducting this study the writer had served in Africa for about 13 years in his capacity as teacher, administrator, and researcher. The findings and recommmendations from this study

are being implemented not only in the nations actually studied but also in many others within and outside of the African continent.

- Smock, Audrey C. (1981) *Women's education in developing countries: Opportunities and outcomes.* New York: Praeger Publishers. LC 2607 S56
  (Countries covered: Mexico, Ghana, Kenya, Pakistan, Philippines)
  (philosophy, foundations, systems)

This book seeks to analyze major determinants of women's roles and status in Pakistan, Ghana, Mexico, Kenya, and the Philippines. She has attempted to offer a systematic and detailed data on the factors that influence women's opportunities for formal education in modernizing societies. The central question addressed here is whether increasing exposure to formal education has enabled women to widen the range of role options available to them. Smock contends with the view that questions the influence of education on social development. She supports the contrary perspective that stratification in the formal sector flows from education attainment rather than from traditional status criteria.

- Sobeih, Nabil Ahmed Amer. (1984) "Nonformal education in the Arab states: A comparative analysis." Paper presented at the 28th Annual Conference of the International Education Society. (March 21-24). ED243744 ERIC
  (Countries covered: selected Arab states)
  (goals, programs, policy, needs, learners, methods)

The Arab states have come to realize the significance of non-formal education and its importance in achieving economic and social development. At present, however, support given by formal education for non-formal methods of education is minimal. In each of the Arab countries there exist many different kinds of non-formal education programs, all of which are isolated from one another. These programs differ basically in audience; some are directed to the general public (e.g., literacy programs, popular culture programs, evening or correspondence courses) while some (e.g., agricultural extension, workers education, and vocational training) are directed to special groups. Educators need to decide what Arab society needs from adult education, which of the existing programs can help meet these needs, and what changes and additions should be made. A national adult education policy should be developed. All programs must be coordinated, the scope of adult education widened, course content made relevant to students' lives, teaching methods modernized, attention paid to the education of women, and more teachers trained. Program planners must have access to research studies concerning adult education.

• Stock, Arthur. (1987) "Immigration, adult education and multiculturism in three commonwealth countries: An analysis." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6–9). (SUREA:PF)
(Countries covered: Australia, Canada, U.K.)
(foundations, policy, models, programs)
This paper identifies some problems, realities and a preferred model for undertaking focussed policy–oriented comparative research using, for illustration, the comparative analysis element of the international team research of the above title. A substantial portion of his comparative element is quoted in the middle section of the paper in order to exemplify various levels and models of analysis. The paper concludes with a discussion of certain recognized limitations of the project and lessons learned from the experience of its conduct.

• Simpson, J. A. (1972) *Today and tomorrow in European adult education.* Strasbourg: Council of Europe.
(Countries covered: European nations)
(definitions, goals, methods, materials, learners)
The Committee for Out–Of–School Education and Cultural Development recommended as part of its ongoing work in adult education, the study which is presented in this work. For this study the author has defined new terms and concepts related to adult education; new distinction between work and leisure; new socio–cultural and class division, etc. The author has discussed various aspects of adult education such as curriculum, new methods and new approaches, career oriented work, and new public and governmental attitudes. In this study he also touched on the areas of needed research.

• Thomsen, Carl, et al. (1950) *Adult education activities for public libraries.* Paris: UNESCO. Z 711.2 T5
(Countries covered: Denmark, U.K., U.S.A.)
(agencies, organization, resources, foundations)
The three co–authors from Denmark, England, and United States of America have collaborated in contributing the three distinct parts of this book. Each part has been devoted exclusively to the adult education activities undertaken by libraries in his respective country. The topics deal with public education provided by these libraries not only on their own resources but also on social problems and their solutions.

• Titmus, Colin J. (1967) *Adult education in France.* Oxford, U.K.: Pergamon Press.
(Countries covered: France, U.K., U.S.A.)

(administration, agencies, methods, systems)
The book focuses on the organization and methods of the provision of adult education in France. It also analyzes its history and its political and social implications on French life, and compares it with similar influences in the U.K. and the U.S.A. This comparative treatment of adult education also includes the problems of tertiary as well as adult education at all levels. The many varied roles adult education has played in different societies is also analyzed.

• Titmus, Colin (1981) *Strategies for adult education: Practices in Western Europe.* Chicago: Follett Publishing Company. biblio LC 5256 A2 ED208777 ERIC
(Countries covered: West European nations)
(history, foundations, methods, agencies, legislation, learners)
European case studies on strategies for adult education are presented as representative or exemplary approaches to universal access. Each is described within a historical and social context: the British community colleges and the Open University; the Swedish study circles; the evening folk high school in Germany; the social-cultural animation concept in France; correspondence education in Norway; local education networks in the Netherlands; the folk high schools of Denmark; and the '150 hours' program for workers in Italy. Outlined are forms of organization, legislation, regulation, and measures taken to encourage participation of adults in learning. Chapter One, "Introduction: Structures and Organization of Adult Education," examines: purpose and scope of the study; growth and identity of adult education; determining factors of organization and structure; motivation for provisional attracting the adult to study; problems of scale; growth of legislation; types of providing body; range of provision; forms of learning experience; mechanisms of facilitation and inducement; and scope of legislation. Other chapters examine adult education in the United Kingdom; Sweden, the Federal Republic of Germany, France, Norway, the Netherlands, Denmark, and Italy. A glossary of non-English terms, a bibliography, and an index are provided.

• Townsend-Coles, Edwin K. (1977) *Adult education in developing countries.* New York: Pergamon Press. LC 5258 C4 T6
(Countries covered: Third World countries)
(aims and purposes, programs, administration, finance, teaching methods, training, research and evaluation, bibliography)
This volume (2nd edition) outlines in general terms, the how, what and who of adult education as applied to the Third World. It is primarily written for those either pursuing training or who are in some branch of educational administration, statutory or

non-statutory and who need to have answers to these fundamental questions. It seeks to translate the theory of the innovators into practical and attainable goals. The book consists of seven chapters dealing with aims and purposes, program suggestions, case studies, providing agencies, administration and finance, teaching methods, aids and buildings, staff, training, research, and evaluation.

• Ulich, Mary E. (1965) *Patterns of adult education: A comparative study — Denmark, England, Germany, and the United States.* New York: Pageant Press.
(Countries covered: Denmark, England, Germany, U.S.A.)
(agencies, goals, systems, foundations)
This book aims to help fill the gap between what currently is and what should be and attempts to detect trends of the past in order to better understand the future. According to the author, adult education is part of man's endeavor to achieve a richer and more meaningful life through increased participation in the evolution of humanity. The book deals with the emergence and infusion of adult education into modern society. It deals with the introduction of adult education to developing nations in order to change the passivity and illiteracy of large parts of the population over into active collaboration in the molding of the future. Adult education is now the responsibility of communities and governments. The type of government that exists within a country is related to patterns of people's participation in its developmental activities.

• "UNESCO and the development of adult education." (1977) *Prospects: Quarterly review of education,* 7 (2), 228-37. EJ164979 ERIC
(Countries covered: worldwide)
(history, goals, programs, curricula, foundations)
Describes the commitment of UNESCO to developing adult education programs worldwide. Discussed are historical background, objectives and strategies, program content, and relationship between adult education and other educational branches of the social environment.

• UNESCO. (1964) *Literacy and education for adults: Research in comparative education.* Geneva: International Bureau of Education. Publication No. 266.
(Countries covered: 62 countries)
(administration, programs, research, systems)
This is a report on comparative education research studies on adult literacy conducted in 62 countries and on the action to promote literacy among adults worldwide. The educational

characteristics of adult learners in these countries and the problem of combatting illiteracy have also been covered.

- UNESCO. (1984) *The educational administration and instructional materials.* Paris: UNESCO. LB 3044 U35
  (Countries covered: Hungary, France, Japan, Sweden, Denmark, Germany, U.S.A.)
  (resources, administration, systems, agencies)

This publication is the first to present an international synthesis based on a new approach to the management of educational materials and equipment within the two-fold perspective of economic independence and educational effectiveness. Its final goal is to contribute to a more rigorous planning and a more efficient organization of the use of equipment and materials for education. It deals with the importance of instructional materials in various educational systems. Major topics discussed include defining the problem of educational materials and equipment. Main functions to be taken into account in the management of educational materials and equipment are also discussed. A section of the book also discusses examples of organizations by using case studies. The need for national policies for instructional materials and equipment is further discussed in the conclusion.

- United States Agency for International Development. (1970) "Technical education and vocational training in Central Africa. Feasibility survey of the regional development of rapid vocational training: Cameroon, Central African Republic, Chad, and Gabon." U.S.A.I.D. Survey. ED133421
  (Countries covered: Cameroon, Central African Republic, Chad, Gabon)
  (program, development)

This final report is the result of a survey requested by the United States Agency for International Development (USAID) and undertaken by the Organization for Rehabilitation through Training (ORT) of four countries (Cameroon, Chad, Central African Republic, and Gabon) and a conference on vocational training sponsored by the Economics and Customs Union of Central Africa (UDEAC). Four parts are contained within the report. Part 1 consists of an introduction explaining the origins of the survey, how the conclusions were established, the purpose of the study, and the methodology used. General conclusions and recommendations are also included, together with an inventory of existing institutions in the region and a list of abbreviations. Part 2 deals with the project proposals, among which are the creation of (1) a regional center for the training of automation technicians, (2) a marine merchant school, (3) a training center for

taxidermists, (4) a training center for computer programmers and analysts, (5) a training center for technicians in industry and education, (6) a technical teacher training institute, (7) hotel trade and hunting guide schools, (8) a training school for watch and instrument repair, and (9) an agricultural mechanics training center. Part 3 contains results of each survey, including facility inventories, manpower and training needs estimates, and conclusions and recommendations. The UDEAC conference report is found in Part 4.

- Villarroel, Armando. (1983) "Changing the role of adult education programs in Latin America." Paper presented at the 24th Annual Convention of the International Studies Association (April 5–9). ED235093 ERIC
  (Countries covered: selected nations of Latin America)
  (learners, programs, policy, foundations, media)

If adult education programs are to be successful, they must be relevant to the needs of their intended target audience and must have the potential to affect the status quo of Latin American women. In addition, these programs can be significantly enhanced by the effective operation of a distance education system. Apathy, lack of knowledge, and empathy, linked to the idea that the professional elites know what is best for the rest of the population, have been responsible for adult education programs that have produced frustration and, in some cases, resistance by the Latin American adult. Only to the extent that the activities offered by the adult education programs are important and relevant to the individuals will the person continue to actively participate in them and encourage others to do likewise. Currently in Latin America, there are very often great differences in those adult education programs offered to women and those offered to men. So that women can become active participants in society, adult education programs which promote the social and economic participation of women should be implemented. Distance education – education via radio, television, etc. – is worth considering in Latin America because it is flexible and it has potential for reaching large sectors of the population.

- Wilson, David N. (1974) "A comparative analysis of four models in non-formal education: Denmark, Israel, Malawi, and Cote D'Ivoire." *Canadian and international education*, 3 (1), 34–52.
  (Countries covered: Denmark, Israel, Malawi and Ivory Coast)
  (research, education)

In this article two models of non-formal rural education in two developed countries, Denmark and Israel, are examined and analyzed. It also analyzes two models resulting from transfer of

two models from developed countries (Denmark and Israel) to two developing countries (Malawi and Ivory Coast) in Africa. The use of the Israeli model – in a manner previously impossible in developing nations – made its adoption more attractive to Malawi and Ivory Coast. The Danish model offered the potential of an institution midway between formal education system, cited for the education of a small minority, and a program of national mobilization having a potential of transferring large populations for limited productivity, for participation in monetized sectors of national economic system. If the Danish model could do for developing countries what it has done for Denmark, then it can prove attractive and feasible for other Third World nations as well.

- Yamaguchi, Makoto. (1987) "Comparative women's vocational learning in England and Japan." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K. (July 6–9). (SUREA:PF)
  (Countries covered: U.K., Japan)
  (programs, learning)

The paper seeks to compare vocational learning opportunities for women in the British and the Japanese societies. It analyzes the industrial and business sectors in the two nations and relates them to the female participation rates with regard to the workforce in both countries. The major issues raised here are: women and industry, women and career development, and direction of women's vocational learning. The main focus of the paper is upon the need to enable women (in Japan particularly) "to contribute to, and derive satisfaction and reward from employment which makes full use of their capabilities."

B4 - COMPARATIVE EDUCATION: OTHER THAN ADULT EDUCATION

These items are selected for the category of comparative education, exclusive of comparative adult education (see Part II, B3). Again, the studies are at the international level.

• Adams, Raymond S., & Chen, David. (1981) *The process of educational innovation: An international perspective.* London: Kogan, Page, Ltd. and Paris: UNESCO Press. LB 1027 A34
(Countries covered: Indonesia, Federal Republic of Germany, Sierra Leone, Malaysia, New Zealand, Ghana, Israel)
(foundations, systems)
The book describes the process of introducing innovations into the education systems of seven different countries. It describes seven case studies from the beginning, through every stage of evolution, to its ends, and examines the forces and events that affected each innovation. In conclusion, the author proposes a model for the analysis of the innovation process, and finds that innovation evolves as a sub-system to the influence of the environment; that innovation is liable to be compromised without a supporting infrastructure; that innovators work to foster positive public opinion in their favor; that educational systems contain a high degree of inertia to change; and finally that there is no single explanation for failure or success of any innovation.

• Altbach, Philip G. (ed.) (1974) *University reform: Comparative perspectives for the seventies.* Cambridge, MA: Schenkman Publishing Company. LB 2322 A4
(Countries covered: Turkey, Colombia, India, Nigeria, France, Britain, West Germany, Europe in general, Yugoslavia)
(administration, agencies, learners, technology, finance, policies)
Higher education has been in crisis and in a state of turmoil all over the world since the 1960s. This book has attempted to cover the major problems facing universities, which vary from nation to nation. It largely deals with universities' response to these crises, which concern expansion of enrollments; relations of the university with society; student activism and unrest; the traditional curriculum; instructional technology; the financial crises; university

governance; the changing role of universities; and the "politicization" of the university, etc. The book both compares and contrasts the solutions that different national systems of higher education use, and in different modes and measures, and to different effects.

- Altbach, Philip G. (ed.) (1977) *Comparative perspectives on the academic profession.* New York: Praeger Publishers. LB 2331.7 C65
  (Countries covered: U.K., Italy, Japan, Australia, Canada, India, Argentina, U.S.A., and Latin America in general)
  (systems, teachers, agencies)

This volume contains essays on the evolution of the university professoriate, problems facing university teachers, and their attempts to solve them. Comparisons are made across various nations and their tertiary level education systems. The ten chapters deal with these countries in the following order: Britain, Italy, Japan, Australia, Canada, Latin America in general with a special treatment of Argentina, India, and the U.S.A. Canada and the U.S.A. have been assigned two chapters each. The main issues include political activities and academic pursuits of university professors, their status, conflict of roles, standard of instruction, progress and prospects as well as unionization of the university faculty.

- Anazalone, Stephen. (1987) "Computers in classrooms in developing countries: Strategies and an update on some work in progress." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12–15). (SUREA:PF)
  (Countries covered: Colombia, Kenya, Canada, Belize, Grenada)
  (resources, technology, evaluation, program development)

The panel discusses strategies for the use of computers in classrooms in developing countries and describes some activities now underway. This includes activities in Colombia and Kenya that were being supported by Canada's International Development Research Council and activities in Belize and Grenada being evaluated by USAID's Learning Technologies Project.

- Archer, Margaret S. (1972) *Students, university and society.* London: Heinemann Educational Books. LA 132 S843
  (Countries covered: Czechoslovakia, Poland, U.S.S.R., Spain, France, West Germany, Italy, Britain, Japan, U.S.A.)
  (foundations, learners, institutions)

This book is a compilation of papers originally presented as part of a seminar series at the University of Reading in England,

under the auspices of the Graduate School of Contemporary European Studies during the academic year 1969–70. The common thread linking these papers is the social upheaval that gripped higher education institutions of the industrialized nations during the sixties. These presentations are characterized by a macro–sociological perspective of different industrial societies that reflected a diversity of problems in terms of their form, content, and intensity.

• Banya, Kingsley. (1987) "Education for rural development: Myth or reality." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12–15).
(Countries covered: Sierra Leone, China, Colombia, India, Tanzania)
(development, programs, research, policies, feedback)
In recent years the concept of integrated rural development has come under severe criticism from scholars working for the World Bank and other agencies. The reversed educational policies in countries like India and China, and the tendency for graduates of diversified schools in Tanzania and Colombia to continue to tertiary education have been used as evidence that education for development has failed. Based on research data on a teacher education program sponsored by UNESCO, UNDP, ADB, and the Sierra Leone government, this paper points out some of the benefits derived from an integrated rural development project. The difficulties of implementing such a program are discussed, as well as possible solutions. The paper concludes with a plea for more integrated development projects to close the gap between rural and urban areas in Africa.

• Beattie, Nicholas. (1985) *Professional parents: Parent participation in four Western European countries.* Philadelphia, PA: The Falmer Press. LC 225.33 E85 B43
(Countries covered: France, Italy, West Germany, England, Wales)
(foundations, policies, agencies, organizations)
This book deals with the extent and modes of parent participation in governance of schools in four Western European nations: France, Italy, West Germany, and England and Wales. Its method is not an isolated description of this participation but it seeks to compare and contrast different dimensions of their involvement in the decision–making process. The book also traces the history of parental participation, changes in the systems resulting from this relatively recent phenomenon, and legislative policies in each country covered. In addition to the introductory chapter which

deals with aims, interpretations and theories and definition of parent participation, each subsequent section focuses on such issues as the background, historical origins, emergence of a legal framework as well as local, district, provincial and national councils to facilitate such participation. The last part draws general conclusions from the findings in each of the four nations included in the book.

- Biraimah, Karen. (1987) "Preservice teachers' expected attrition from the classroom: An international dilemma." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, D.C., (March 12–15).
  (Countries covered: Nigeria, U.S.A.)
  (teachers, research, evaluation)

High rates of teacher turnover and decreased academic excellence among those who stay in the classroom remain problematic trends in teacher education literature. This paper, which is based on the immediate and long-term expectations of 400 United States and Nigerian undergraduate education majors, asks if teacher attrition rates are reflected in preservice teachers' expectations, and whether this dilemma is international in scope. The paper then examines the characteristics of preservice teachers to determine if particular factors, such as gender or socio-economic status, are related to career expectations, and whether these patterns remain consistent within differing cultural settings.

- Boehm, B. W. (1972) *National degree of computerization: A context for evaluating computer education policies in developing countries.* ED071424
  (Countries covered: developing nations)
  (policies, research, methods)

Developing countries should take immediate steps to avoid some of the serious problems that are now facing the United States in regard to the pool of trained computer professionals. Problem areas which should be reconciled involve a diverse range of topics from general national policy to salary structures and conversions efforts. By using the hypothesis that the relative magnitude of most computerizing problems facing a country is a function of the degree of computerization (as measured by the number of computers per billion dollars of gross national product) the various stages of computer development can be detected. The evolution of computerization problems, particularly as they pertain to personnel, in advanced countries can be analyzed and suggestions can be made on the policies that developing countries should attempt or avoid. For example, policies concentrating on developing narrowly oriented computer specialists are likely to satisfy near-term needs,

but will tend to backfire later as computer applications become a more pervasive part of national society.

- Boyer, Mark A., & Torney-Purta, Judith. (1987) "Student diplomas and international studies in the ICONS projects: A demonstration and evaluation." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
(Countries covered: eight countries)
(policy, evaluation, feedback)

The International Communication and Negotiation Simulation (ICONS) is a multilingual, computer-assisted foreign policy simulation – an integrated international studies curriculum in which university students act as diplomats in a simulated world system. Linked by international telecommunication networks and POLNET II software, students from eight countries experience the complexity of foreign policy making and the interplay of culture, language and politics.

- Cassidy, Jr., Tom. (1987) "The impact of computers on organizations: A summary outline of important considerations." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15).
(Countries covered: developing countries)
(programs, materials, resources, management, evaluation, feedback)

A number of current educational projects in developing countries involve the introduction and use of micro-computers. Most are concerned with the development of problem-specific applications. Little attention is explicitly given to the overall impact of the introduction and use of computers on the organization into which they are being introduced. Experience in the more developed countries and, more recently, in health, agriculture, energy, and finance projects in developing nations suggests that failure to consider the impacts of computers in the broadest sense can result in project failure. Based on a review of recent literature, conference proceedings, and reports from current projects this paper presents a framework for considering the impacts associated with the introduction of computers in organizations and identifies emerging strategies intended to minimize potentially dysfunctional/negative impacts and maximize functional/positive impacts.

- Centre for Educational Research and Innovation. (1983) *The education of minority groups: An enquiry into problems and practices of fifteen countries.* Hampshire, England: Gower

Publishing Company, Ltd. LC 3917 E372
(Countries covered: Sweden, Denmark, Australia, Canada, Norway, U.S.A., Ireland, England, New Zealand)
(foundations, needs, finance, policies, programs)

The essays in this volume all speak with the authority of special experience on some aspect, or aspects, of a problem still highly topical in many industrialized countries – the education of young people designated as being in need of special attention; minorities, with a growing significance; the progressive recognition of these concerns in the actual allocation and distribution of educational resources has given rise to important questions about the linkages among and the effects of different kinds of financing, organization and governance regarded generally as "special populations." The book is divided into three parts which epitomize the results of the Centre for Educational Research and Innovation (CERI) inquiry. The aim of CERI was to elucidate the policies and processes by which some groups are designated as special and by which differential treatment is legitimated, organized and financed. Part I talks about an overview of experiences in different countries. Part II deals with principles and issues. Part III discusses linguistic and cultural minorities.

• Clark, Burton R. (1983) *The higher education system: The academic organization of cross-national perspective.* Los Angeles, CA: University of California Press. LB 2322 C57
(Countries covered: worldwide)
(systems, organizations, administration, policies)

This book first of all describes and discusses the elements of the higher education system as an organization. The issues under this topic are the discipline and the enterprise, the fragmented profession, the division of academic enterprises, the division of academic systems, the loose web of academic organization. The various beliefs associated with higher education are discussed next. The following area covers the forms, levels and national modes of authority. Integration of the state, market and interest-control groups on the system is also analyzed. Changes involving structural predisposition and adaptive capacity, order and disorder, process of differentiation, and international transfer is another subject of this book. The author also describes the normative theory and its related values, conflicts and accommodations. The book ends with preferences on the division of power, the support of variety and the legitimation of disorder. The book also offers a comprehensive bibliography on the subject.

• Clark, Burton R. (ed.) (1985) *The school and the university.* Berkeley, CA: University of California Press. LB 2301 S36

(Countries covered: France, West Germany, England and Wales, Sweden, People's Republic of China, U.S.A., Latin America and Africa in general)
(foundations, agencies, learners, teachers)
This is about the relation between secondary and higher education in a two-way situation: (1) as flow of people from the school to the university; and (2) from university to school as provider of teachers for schools, and as course-setter for requirements for its own students. The purpose of the book is to look at the relation between these two forms of education in order to enlarge practices and theoretical perspectives. The researcher covers several countries of the world, developed Western and East Asian countries, as well as developing countries. The concluding chapter has these goals: (1) to make general observations what they have learned; (2) to clarify the vulnerability of the American system; and (3) to identify one or more basic trends that deep'y affect all educational systems and thereby alter the school-university relations.

• Davis, D. G., Jr. (1974) "Comparative historical analysis of three associations of professional schools." Unpublished doctoral dissertation, University of Illinois.
(Countries covered: U.S.A.-three associations)
(associations)
This study compares certain characteristics of three associations of professional schools. The author has basically taken an historical perspective of the evaluation of three professional associations: law, librarianship, and social work. Then it analyzes: (1) purposes and goals; (2) the manner in which these goals were reflected in program and organization; (3) the historical process of developing that organization and the degree to which the goals were achieved; (4) accommodation with the national professional organization; and (5) authority over member schools. The report spells out the differences and similarities between these assocations.

• Djait, Hichem. (1985) *Europe and Islam*. (Translated from French into English by Peter Heinegg.) Berkeley, CA: University of California Press. DS 63.2 E8 D5213
(Countries covered: Europe, Middle East Muslim world in general)
(ideology, foundations)
This book is a comparative study of Islam and European mind originally written in French and published in France. The writer analyzes the situation and the circumstances that ensued from a long-lasting contact and interaction of Europe with Islam from its first opening up of the continent through the Middle Ages to modern times. The book consists of two parts following a brief

introduction. Part I compares the medieval impression of Islam with that of modern Europe. It also deals with Europe's image of Islam as well as Europe's scholarly treatment of Islamic factors in Renaissance in general and French and German treatment of Islam in particular. Part II then compares Islam and European ideology, two large socio-cultural structures of human history, in their multi-dimensionality.

• Driver, Christopher. (1971) *The exploding university.* London: Hodder and Stoughton. LA 183 D7
(Countries covered: U.K., U.S.A., general)
(agencies, instruction, philosophy, systems)
The subject of this book is relationships between universities and their socio-cultural, political and economic environments. The writer traces the origin of various issues surrounding modern universities, which are related to, among others, demographic factors. The book also deals with how these factors are going to affect the university as a mediator between a nation's present and its future. The two appendices to the book discuss educational issues in selected parts of the U.K. and the U.S.A.

• Duggan, Susan J. (1987) "Politics of international education exchange: Perspective on the United States and Federal Republic of Germany." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
(Countries covered: Federal Republic of Germany, U.S.A.)
(foundations, program, policy)
A recent study of German decision makers involved with educational exchange between the Federal Republic of Germany and the United States reveals a colorful and varied picture of the meaning and importance of exchange in this bi-national relationship. The analysis of in-depth interviews with German decision makers underlines broad concepts and images of the United States, the Federal Republic, and of the role of educational exchange in international relations. These concepts are based on values, attitudes and perceptions acquired both through personal experiences and as these decision makers deal with problems of educational exchange and other policy concerns. The paper focuses on the generational differences which may contribute to the variation in how actors rationalize and justify exchanges.

• Eurich, Nell. (1981) *Systems of higher education in twelve countries: A comparative view.* New York: Praeger. LA 183 E9
(Countries covered: Australia, Canada, West Germany, France, Iran, Japan, Mexico, Poland, Sweden, Thailand, U.K., U.S.A.)

(foundations, goals, planning, institutions, agencies, policies, research)

The International Council for Educational Development (ICED) published in 1978 reports describing higher education in twelve different countries: Australia, Canada, West Germany, France, Iran, Japan, Mexico, Poland, Sweden, Thailand, U.K., and U.S.A. The descriptions followed a set of guidelines, which are contained in Appendix A of the book, which consists of: I. The Design and Functions of the System of Higher Education; II. The Management of the System of Higher Education; and III. Effectiveness of the System of Higher Education. This book has drawn upon these 12 reports with a view to comparing the countries concerned along the following line: (1) the milieu; (2) national goals; (3) government and funding; (4) planning; (5) coordination; (6) academic autonomy; (7) admission policies and access; (8) research; (9) curricular change and directions; and epilogue.

- "Experience and paradigms in the application of educational technology." (1977) Paper presented at the 1976 Scandinavian Workshop/Seminar on Educational Theory and Educational Technology: Questions and Cases (June, 1976). ERIC
  (Countries covered: Nordic nations)
  (media resources, planning, methods)

A regional workshop with participants from Norway, Finland and Sweden held in June 1976 analyzed the concept of educational technology as it is reflected in a Nordic project on the use of educational technology in adult education – the NOVU project – with the help of a scheme suggested by the 1975 Strasbourg workshop on educational technology. This report also includes discussion of alternative paradigms of educational technology, the different theoretical bases of educational technology, and their implication for educational practice, and the distinction between different conceptions of educational technology.

- Fafunwa, A. B., & Aisiku, J. U. (eds.) (1982) *Education in Africa: A comparative survey.* Boston: George Allen and Unwin. LA 1501 E364
  (Countries covered: Cameroon, Egypt, Ethiopia, Ghana, Kenya, Lesotho, Liberia, Mali, Nigeria, Tanzania, and Africa in general)
  (foundations, goals, methods, systems)

The book opens with the cardinal goals of traditional African education and then surveys contributions of Islam in education in various parts of Africa. This discussion is then followed by a coverage of borrowings from European systems of the colonial nations. There are ten separate chapters dealing with education in

Cameroon, Egypt, Ethiopia, Ghana, Kenya, Lesotho, Liberia, Mali, Nigeria, Tanzania. The last chapter is a sort of recapitulation of the preceding case studies in terms of the progress so far and prospects for the future of education in the continent.

• Foster, Charles R. (ed.) (1980) *Comparative public policy and citizen participation: Energy, education, health and urban issues in the U.S. and Germany.* New York: Pergamon Press. JK 1764 C65
(Countries covered: West Germany, U.S.A.)
(policy, administration)

This book is a combination of many papers based on a German-American conference on participation and politics held at Tatzing, Bavaria, June 5-9, 1978. This volume presents the views of German and American scholars on relationship between participation and policy making. It contains many separate sections on energy, health, education and urban policies. Before the articles that discuss these four issues, there are two contributions that look into the phenomenon of increasing demand for more participation in policy-making in numerous areas. There are three contributions which deal with the participation in the energy policy area. Following this discussion of energy area there are four papers dealing with the participation in the field of education. Final group of contributions deal with participation in the vital field of health care.

• Francois, Louis. (1968) *The right to education from proclamation to achievement 1948-1968.* Paris: UNESCO. LB 41 F69 ED077818 ERIC
(Countries covered: worldwide)
(ideology, policy, institutions, goals, system, foundations)

The aim of this booklet is to describe and explain efforts over the past twenty years for the right to education in the world's nations. The theme focuses upon an attempt to actualize the ideals in the Universal Declaration of Human Rights which concern and affect universal education in developing as well as developed countries. Eleven chapters briefly deal with the work trend toward building schools; the right to education in the context of the Universal Declaration of Human Rights; consequences resulting from the right to educational education in regard to quantity and quality; battle against illiteracy; need for continuous education in all countries; education for international understanding to hopefully ensure peace; resistance to educational change from the educational system and the family; educational planning; and the need for international cooperation.

•Gale, Laurence. (1969) *Education and development in Latin America.* New York: Praeger Publishers. LA 541 G3
(Countries covered: Colombia, other Latin American countries)
(policy, philosophy)
This book is the first volume of a new series: World Education Series for Students of Comparative Education. The author has surveyed some problems which arise in Latin American countries in the belief that even though solutions to different problems in different countries differ, the conditions in which they arise are sufficiently similar to make comparisons possible and useful. He points out that people of Latin America are not homogeneous and the continent offers tremendous diversity of languages and cultures, with differences: in climate and terrain, between social classes, between the rich and poor. Against this diverse background, he examines common features in education in Latin America. The book is divided in 3 parts. The first part sketches the general background to the educational problems and describes the legal and financial basis of the educational systems and the main characteristics of the primary, secondary and higher education sectors. Part two is a survey of some factors and pressures bearing on educational policies. Part three is devoted to an evaluation of the contributions of education to development in Colombia, with discussion of two subjects: (1) adult education; and (2) community education.

•Gazial, Haim H. (1987) "Power and control in education – England and Israel: A comparative view." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC (March 12–15). (SUREA:PF)
(Countries covered: England, Israel)
(policies, education systems)
Britain and Israel are two tertiary education systems which have passed through financial restrictions and economic crises during the last decade. While the Israeli government responded to that situation by decentralizing the educational system, the British government reacted with an opposite policy, centralization. The legislation and regulations from the U.K. and Israel implementing these policies are examined, leading to an attempt at explaining the different reactions to similar problems.

•Geiger, Roger L. (1986) *Private sectors in higher education.* Ann Arbor: The University of Michigan Press.
(Countries covered: U.S.A., Belgium, Japan, Philippines, Netherlands, France, Sweden, U.K.)
(foundations, programs, policies)
This volume grew out of the evolving capacity of the research

group to compare national systems of higher education in their division of academic work, the foundation of academic beliefs and values, the distribution of authority in academic systems, the ways in which academic changes take place and the relations of such systems to the state and the market. The investigations provide description, analysis and interpretation that can inform the conventional wisdom, as well as scholarship on why private sectors exist, what they do, and what differences they make in the all-important domain of higher education.

- Ginsburg, Mark B. (1987) "Comparative and international educationists as activist intellectuals in global struggles for peace and justice." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC (March 12-15). (SUREA:PF)
  (Countries covered: South Africa, nations in Central America, Middle East)
  (purposes, programs, learners)

This conference session was designed to stimulate CIES members' discussion about the role we do and should play in global struggles for peace and justice. There is a long-standing orientation among some groups of intellectuals to detach themselves from social struggles, except in terms of raising issues and offering analyses in scholarly publication outlets. The presenters drew upon their own experiences as activists on issues such as women's rights, racism, labor organizing, nuclear arms, Central America, the Middle East, and South Africa, in order to suggest why there is a need to contribute to such struggles in other ways. Contradictions in the role of intellectuals as activists are also highlighted. Considerable time is devoted to audience comments and questions for discussion.

- Hamilton, James T. (1987) "An examination and analysis of educational policy manuals of ministries of education in developing countries." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
  (Countries covered: developing countries)
  (policies, administration)

This is a policy study in which the policy manuals of ministries of education in developing countries are scrutinized and compared. Basically, the sample includes all 76 countries identified by the World Bank as low income economies and middle income economies in the Bank's World Development Report of 1986. Trends in policy development are examined. The findings of this study provide guidance to those educators who have the task of developing or revising policy manuals for their governments.

• Havelock, R. G., & Humberman, A.M. (1977) *Solving educational problems: The theory and reality of innovation in developing countries.* Paris: UNESCO. LB 1027 H38
(Countries covered: Algeria, Cameroon, Colombia, India, Indonesia, Jamaica, Tanzania, Upper Volta, and Africa, Latin America, and Asia in general)
(foundations, systems, technology, resources, programs, finance)
The International Educational Report Service (IERS) of the International Bureau of Education (IBE) deals with educational innovation to improve the educational process in formal and non-formal sectors. Their program is based on a networking approach; thus the decentralized reporting is favored over centralized operation. This volume is a comprehensive report on educational change in developing countries. It contains ten chapters dealing with social and innovation systems, level of change planning, methods of resource procurement, level of participation of various social groups in innovation, and problems and prospects in diffusion of innovation.

• Havighurst, Robert J. (1968) *Comparative perspectives on education.* Boston: Little, Brown and Company. LA 132 H37
(Countries covered: France, U.S.S.R., Japan, Brazil, China, Ghana, England, South Africa, New Zealand, Sudan, Netherlands, America-Indians)
(systems, foundations)
This book concerns itself with the educational systems of the above countries. The authors believe that the educational systems of these societies are influenced by four factors: (1) church; (2) state; (3) family; and (4) economy. The authors go in depth on the societal backgrounds of three of the countries in South Africa, Brazil and the Hopi Indians in America, and broadly discuss the others. They talk about how the major institutions of society (family, church, economy and state) play educational functions. In looking at societies comparatively, the following can be done: (1) understand how a particular system of education came into being at a particular time and place in history; (2) understand how several alternative educational procedures can arise to meet a given social problem; (3) understand how the educational system serves the major institutions of a society; and (4) understand how education is involved in social change both as a response to problematic social changes and as a means of producing desired social changes.

• Holloway, Susan. (1987) "Mothers' and childrens' attribution about school performance in Japan and the United States." Paper presented at the 31st Annual Conference of Comparative

International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
(Countries covered: Japan, U.S.A.)
(learner, research, evaluation, feedback)
The high achievement of Japanese students in mathematics has received much attention in the United States. Efforts to explain the differences between scores in the U.S. and Japan in terms of quantitative variables such as the number of school days per year have been only partially convincing. In this paper the relationship between home factors and school achievement is discussed focusing particularly on the expectations Japanese and American mothers hold regarding achievement, and the explanations they give for successful and unsuccessful performance in school.

- Hough, J. R. (ed.) (1984) *Educational policy.* Newark: St. Martins Press, Inc. LC 71 E34
(Countries covered: Australia, France, Japan, Sweden, U.K., U.S.A., West Germany)
(foundations, policy, methods)
This book is about the educational system in seven countries. It goes into the educational climate, aims, comparative studies and policy tasks for the 1980s in each country. One of the reasons for writing this book is to fill a gap in the existing literature on the educational systems of different countries. The second reason is to study educational systems from the point of view of the rapid changes taking place in the economic and social systems which have given rise to major reorientations in educational policy in every one of the countries listed above. Chapters 2 to 8 discuss the educational systems in specific countries. Chapter 9 talks about conceptual and theoretical issues. Chapter 10 gives a conclusion.

- Hughes, Rees. (1987) "Government response to excessive educational expansion in a developing capitalist economy and a planned economy: Comparing the experience of Kenya and Poland." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
(Countries covered: Kenya, Poland)
(history, policy, programs, evaluation, feedback)
In the past two decades, two very different economies have shared a common educational history: that is, an accelerated expansion of education opportunity in response to expected manpower shortages that failed to materialize in the 80s. This paper compares the responses of capitalist Kenya and Poland, with its planned economy, to the resulting oversupply of university graduates in the

labor market. In conclusion, other available policy options and the role of social control of policy choice are examined.

- Husen, Torsten. (1979) *The school in question — a comparative study of the school and its future in Western society.* Oxford: Oxford University Press. LB 2805 H87
  (Countries covered: Europe, U.S.A.)
  (foundations, methods, evaluation)

This book is a study which is the product of a project organized by the Aspen Institute and its origin goes back to a seminar held in Aspen, Colorado, which was devoted to the explosive question, What is an educated person in the last quarter of the 20th century? This book was conceived as a comprehensive attempt to identify the salient trends in European and American school education during the last few decades with particular emphasis on the "crisis" in the late 70s. The book is divided into 9 chapters. The first deals with the crisis and its symptoms, the 2nd with criticisms of the school, the 3rd about roots and evolution of institutional schooling, 4th with changes and trends, 5th with equality and education, 6th with standards in education, 7th with bureaucratization, 8th with secondary education and preparation for life, and the 9th with reshaping the school for the next decades.

- Institute of Muslim Minority Affairs. (1987) *Journal: Institute of Muslim Minority Affairs.* Jeddah, Saudi Arabia: IMMA, King Abdulaziz University.
  (Countries covered: worldwide)
  (ideology, foundations, programs, systems)

A biennial journal, it deals with education, socio-economic and political status, and other issues concerning Muslims living in various non-Muslim nations. Special coverage has been provided in past issues to conditions of Muslim minorities in the Soviet Union and China, as well as communist nations of Eastern Europe.

- International Labor Office. (1982) *Paper qualification syndrome and unemployment of school leavers.* Addis Ababa, Ethiopia: St. George Printing Press. HD 6276 A32 O93
  (Countries covered: Kenya, Somalia, Tanzania, Zambia, Gambia, Ghana, Liberia, Sierra Leone)
  (goals, policies, programs)

The International Labour Office has conducted a study on unemployment amongst educated persons. In most African countries the economic rate of growth has not been able to absorb educated persons seeking wage-paid jobs. Competition for jobs is fierce. Because the employers hire on a lottery basis, Africans have been seeking diplomas and not an education for the purpose of finding

a job. The researcher, who feels the economic situation is causing negative effects among school children, describes the phenomenon as the "Diploma Disease." The reseacher blames the African educational system and the African governments for the unemployment situation. The findings and recommendations of the study in eight countries mentioned above were discussed in a sub-regional seminar in which these countries also participated. A summary of the report of the seminar is included in this book. The aim of this book is to stimulate thought and action by all serious and sincere statesmen, planners, and administrators in Africa, who are keen to find a solution for this seemingly intractable problem.

- Jameelah, Maryam. (1983) *Islam versus Ahl Al-Kitab past and present*. Lahore, Pakistan: Mohammad Yusuf Khan and Sons, Sunnat Nagar. BP 170 M32
  (Countries covered: worldwide)
  (ideology, foundations, systems)

Quran calls Jews and Christians "Ahl Al-Kitab," which literally means "people of the Book." The intent is to stress the fact that Jews, Christians and Muslims are brethren in beliefs based on the Prophet Abraham's monotheistic tradition. Jameelah, born in a Jewish family of New York, and now a Muslim by faith, has looked into the three monotheistic belief systems from a comparative viewpoint, and is thus a forerunner to former U.S. President J. Carter's recent book entitled *The blood of Abraham*. The six sections that constitute this book are as follows: (1) Jews and Christians in the light of Quran and Hadith (sayings of the Prophet); (2) Preface; (3) how I discovered Holy Quran and its impact upon my life; (4) Islam versus Judaism and Zionism; (5) Islam versus Christianity and its missionary activity in Muslim lands; and (6) Islam – the only alternative.

- Jarauseh, Konrad H. (1983) *The transformation of higher learning, 1860-1930: Expansion, diversification, social opening and professionalization in England, Germany, Russia, and the United States*. Chicago: University of Chicago Press. LA 181 T7
  (Countries covered: U.K., West Germany, Russia, U.S.A.)
  (agencies, instruction, foundations, learning, teaching, systems)

The writer looks at institutions of higher learning in England, Germany, Russia, and the U.S.A. from the historical perspective. He analyzes the symbiotic relationships between the university and its social milieu. He traces the history of the tertiary education in Europe and U.S.A. both as a cause and a consequence of social changes. He focuses upon the issue of diversity of higher

educational systems within the same social set-up.

- Kelly, Gail P., & Elliott, Carolyn M. (eds.) (1982) *Women's education in the third world: Comparative perspectives.* Albany, NY: State University of New York Press. LC 2607 W65
  (Countries covered: Philippines, Malaysia, Belgian Africa, India, Argentina and Paraguay, Tunisia)
  (philosophy, foundations, programs, research)

This book deals with the comparative study of women's education in the Third World countries. It is divided into 18 chapters, each of which is an essay contributed by different persons. This volume was supported and funded by the Ford Foundation and the *Comparative education review*. The first 6 chapters fall in part one of the book titled, "Factors affecting women's access to education"; part two includes five essays under the heading "Educational practices and differential male/female outcomes." Part three covers four essays under "Outcomes of women's schooling: Women and work. Part four covers three essays under "Outcomes of women's schooling: The family." A bibliography appears on page 345.

- Kerr, Clark, et al. (1978) *Twelve systems of higher education: Six decisive issues!* New York: International Council for Educational Development. LA 183 T85
  (Countries covered: Australia, Canada, Federal Republic of Germany, France, Iran, Japan, Mexico, Poland, Sweden, Thailand, U.K., U.S.A.)
  (systems, issues/problems, administration)

In 1975 the International Council for Educational Development began a study of the design, management and effectiveness of systems of higher education in the above-mentioned twelve countries. The countries were invited to participate on the basis of expressed interest from their leaders in higher education. Authors were asked to give emphasis on evaluation of the weaknesses and strengths of the system of higher education in the particular country. Recently, the twelve separate country reports have been published by ICED as a series. The present volume is based on those reports and provides the essential links, crossing national boundaries in a comparative treatment of the most important issues confronting all the nations.

- King, Edmund, J. (1967) *Other schools and ours* (3rd edn.). New York: Rinehart and Company, Inc. LA 132 K55
  (Countries covered: Denmark, France, U.K., U.S.A, U.S.S.R., India)
  (problems, foundations, systems)

This book is written with the intention of sharing ideological and cultural differences in education systems of selected countries. Chaper 1 of the book deals with a comparison of social institutions, social and educational thought and school systems in Denmark, France, Great Britain, U.S.A., U.S.S.R., and India. The book views every system as a dynamic one, a complex of answers to many interpenetrating human problems. Chapters 2 to 7 contain schematic diagrams of the six educational systems discussed. Chapter 8 is a brief retrospect and the book also offers a selected bibliography at the end.

- Leuner, Peter S. (1987) "Contrasting European and American approaches to international education." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12–15). (SUREA:PF)
  (Countries covered: Europe, U.S.A.)
  (policies, foundations, systems, evaluation, feedback)

One characteristic of both discourse and activity in international education is the massive American contribution to the field. This contribution explores, from an essentially sociological perspective, some key political and culture factors that have resulted in differing definitions, concepts, policy formulations and outcomes regarding international education in the European and the American contexts. Drawing on recent developments in Europe, there is a focus on specific elements of the discourse and a consideration of the essentially different nature of the agencies that influence the public and private providers of international educational services to consumers. In particular, there is an attempt to juxtapose the quintessential pluralism and decentralization of U.S. practice with the development of a European Economic Community policy on international education. This contribution is offered with the intention of generating a response from those engaged in contextualizing the development of international education in a socio-cultural framework, and whose speculations encompass the nature of the relationship between historically determined social structures and their cognitive/ideological and educational consequences.

- Lewis, E. G. (1980) *Bilingualism and bilingual education: a comparative study.* Albuquerque, NM: University of New Mexico Press. P 115 L4
  (Countries covered: U.K., Ireland, Soviet Union, U.S.A.)
  (foundations, policies, programs)

The book compares bilingual education in three major parts of the world: the Soviet Union, the Celtic countries of Western Europe, and the United States. Its major attempt is to outline a theory of

bilingualism and bilingual education. It explores bilingualism, its consequences, and problems encountered. The choice of language education policy is amongst the most critical and complex issues facing modern societies. Using the cases of the above-mentioned countries, the author is able to explore the nature of social and individual bilingualism, its consequences, and the various policy choices made to deal with real and perceived problems. The author analyzes basic tensions that underlie language education policy in these three countries. The book includes three parts. Part one talks about theoretical framework, part two about case studies, and part three interprets the theory itself. The book ends with appendices, references and an index.

- Magsino, Romulo F. (1987) "Determination of rights in education: Analysis of American, Canadian and Philippine approaches." Paper presented at the REP 872 873 Washington, DC (March 12-15). (SUREA:PF)
  (Countries covered: U.S.A., Canada, Philippines)
  (philosophy, foundations, systems)

This paper seeks to discover the approach most appropriate to the determination of rights in education. For this purpose, the judiciary-oriented (American), institution-oriented (Canadian), and code-oriented (Philippine) approaches are discussed in the societal contexts where they are used extensively. Further, they are evaluated to ascertain their strengths and weaknesses. Multi-disciplinary (socio-political, educational, legal, philosophic) in character, this paper employs empirical and normative materials appropriate to its purpose. Descriptive, legal, and philosophic analyses are relied upon to do justice to the factual and normative components of the topic addressed.

- Martin, L. John, & Choudhary, Anju. (eds.) (1983) *Comparative mass media systems*. White Plains, NY: Longman, Inc. HM 258 C58916
  (Countries covered: worldwide)
  (ideology, systems, technology, programs)

Martin and Choudhary have collected, as well as contributed and edited in this volume, nineteen essays on mass media systems. The authors have looked into various recent and existing set-ups of mass media from a comparative perspective, which is not only descriptive of individual national systems but also an in-depth analysis of ideological and societal factors that are responsible for their characteristics and operations. The main focus is upon the goals and roles of different media in various political systems. The seven parts into which the book is divided are: (1) world mass media systems; (2) the nature and treatment of news; (3) the role

of mass media; (4) mass media as vehicles of education, persuasion and opinion making; (5) mass media as vehicles of entertainment; (6) mass media economics; and (7) the concept and practices of press freedom. Obviously, of special relevance, is part 4 which discusses issues and concerns directly related to adult education or mass persuasion.

- McGinn, Noel. (1987) "Micro-computer management planning software designed for developing countries." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
  (Countries covered: developing countries)
  (resources, programs, finance)

The panel participants will demonstrate four different software packages that have been developed specifically for use by planners and managers in developing countries. The programs include PETS, which estimates rates of promotion and repetition and projects enrollments in the future on the basis of these estimations; Economics of Curricular Choice, which analyzes the implications for costs and organization of different choices in high school curricula; a spread-sheet device for figuring out the operational costs of a radio-based instructional program; and a procedure for loading the statistical information that all ministries collect from schools onto a micro-computer database software, programmed to detect errors in the registration of data and to rapidly print out the standard tables that a system needs. None of these pieces of software are sexy or complex, but each is highly practical, and useful for demonstrating how micro-computers can be made useful to people with little or no technological sophistication.

- Mead, Margaret. (1930) *Growing up in New Guinea: A comparative study of primitive education.* New York: William Morrow & Company. GN 671 N5 M4
  (Countries covered: New Guinea, U.S.A.)
  (foundations, systems)

This seminal work is an ethnographic analysis of a so-called primitive people, called Manu that lived in New Guinea of the 1920s. Mead describes various aspects of life in Manu society, such as beliefs, attitudes, and behaviors in the process of personality development within the context of family and society in general. The main focus of the argument is upon similarities between the socialization processes of Manu children and the formal education system in so-called modern societies.

- Michel, Claudine, & Murray, Thomas R. (1987) "Adolescents'

conceptions of morals in Haiti, Zambia, and the United States." Paper presented at rep 949 950 Society, Washington, DC (March 12–15). (SUREA:PF)
(Countries covered: Haiti, Zambia, U.S.A.)
(ideology, foundations)
A sample of high school students in each of three countries — Haiti, Zambia, and the United States — was presented with brief descriptions of more than three dozen incidents that could have occurred in each of these societies. The students were asked to identify which of the incidents they believed were matters of morality and which were not. The present paper compares the three groups' responses and speculates about characteristics of the three cultures that might account for the likenesses and differences among them.

• Miter, Wolfgang. (1979) *Secondary school graduation: University entrance qualification in Socialist countries: A comparative study.* Oxford, U.K.: Pergamon Press. LA 626 M5713
(Countries covered: Bulgaria, Czechoslovakia, Federal Republic of Germany, Hungary, U.S.S.R., Poland, Romania)
(programs, systems)
The study compares the rate and extent of expansion of secondary school systems in seven East European nations. It spells out the common and different characteristics in qualifications offered and how they relate to the higher education system in each of the countries studied, whether or not the high school certification provides an adequate transitional training for the university entrance.

• Moehlman, Henry Arthur, & Roucek, Joseph A. (eds.) (1952) *Comparative education.* New York: The Dryden Press. LA 126 M7
(Countries covered: U.S.A., Mexico, U.K., France, Italy, West Germany, Scandinavia, Czechoslovakia, U.S.S.R., Turkey, India, China, Japan, and a few other African and Latin American countries)
(history, foundations, systems)
This book briefly discusses the educational system in each of the countries mentioned above in relation to the areas mentioned. Chapter 19 talks about internationalism in education. The book offers a list of maps of various countries.

• Mokherjee, L. (1964) *Comparative education* (2nd ed.) Allahabad: Kitab Mahal. LA 132 M8
(Countries covered: U.K., British Commonwealth, U.S.A., Central and South America, Northern and Western Europe, U.S.S.R.,

Southern and Eastern Asia)
(administration, systems, foundations, teaching)
This book deals with changes that have taken place in the political and educational structures of different lands. Religion and natural factors have also been added in this edition. All levels of education are included in this book. More than half of the book covers the United Kingdom, the United States, and the U.S.S.R. The book is specifically concerned with various aspects of education in other countries as they relate to the Indian education system. The first ten chapters talk about education in selected countries. Chapter eleven talks about national systems of general education, specialized education, teacher education, pre-primary education, adult education, informal education and education for leisure. Each chapter is concluded by a summary and a set of exercises.

• Mukherjee, K. C. (1972) *A comparative study of some educational systems.* Delhi, India: Lalvani Publishing House. LA 126 M77
(Countries covered: India, Britain, Ceylon, Hungary, U.S.S.R.)
(philosophy, policies, systems)
In this book some of the many educational problems have been discussed from a comparative, cross cultural and international point of view. Comparisons have been made to some of the problems of Indian and Soviet education together with the English education system. Attention has been paid to the supply and training of teachers in India. The position of the teacher in Britain and the U.S.S.R. has been compared with that of India because India inherited its educational system from Britain and is also influenced in many fields by the U.S.S.R., especially in agriculture. One chapter of the book has been devoted to the comparison of audio-visual aids in India, Hungary, and the U.S.S.R. aiding with the development of the educational system in Hungary. Another chapter of the book is devoted to the language problem; i.e., provision in the constitution abut Hindi becoming an official language. The author has tried to show that teacher training in British India was not intentionally neglected as alleged by many writers.

• Parikh, P. C. (1976) *Educational thinking in modern India.* Ahmedabad, India: Shree Mudranalya. LA 1151 P289
(Countries covered: Britian, U.S.A., France, West Germany, Belgium, Netherlands, Scandinavian countries, Italy, U.S.S.R., Japan, and semi-developed nations)
(history, systems)
The author has tried to present a survey of education in India

through five major sections: (1) pre-independence period; (2) post-independence period; (3) education in advanced and semi-advanced countries; (4) glimpses (CABE meetings and conferences); and (5) education in India at present. He has tried to identify what India had before its independence, what they aim at, what has been achieved in other countries, what the policy and decisions were, and where they stand now. The book discusses educational thinking in pre-independence and post-independence India, the educational structures in advanced and semi-advanced nations of the world and the position obtaining in India at present. The author has drawn from the reports of various commissions and conferences with a view to highlighting the salient features of each.

• Parker, Franklin. (1979) *British schools and ours*. Bloomington, IN: Phi Delta Kappa Educational Foundation. LA 632 P27
(Countries covered: Great Britain, U.S.A.)
(systems, policy, teacher, learning)

This booklet is part of the fastback series of the Phi Delta Kappa Educational Foundation. It describes the rationale for comparing the educational systems in Britain and the U.S.A. Then it analyzes different levels of educational institutions in Britain from nursery through higher education to teacher education, followed by an account of the mode of governing these schools. The next section deals with certain issues relevant to the British education system and its current societal context as well as the future trends and plans. Finally, there are a few conclusions drawn to the effect that the two systems, despite cultural similarities, have a lot to learn from each other due to their different levels of interactions with the rest of the world.

• Passow, A. H., et al. (1976) *The national case study: An empirical comparative study of twenty-one educational systems: International studies in evaluation VII*. New York: John Wiley & Sons. LB 2805 N39
(Countries covered: Australia, Belgium, Chile, England and Wales, West Germany, Finland, France, Hungary, India, Iran, Ireland, Israel, Italy, Japan, Netherlands, New Zealand, Scotland, Sweden, Thailand, U.S.A.)
(philosophy, foundations, systems, finance, teachers, learning, evaluation)

The four authors (Passow, Noah, Eckstein, and Mallea) have presented this report in the series International Studies in Evaluation with two purposes in mind: one is to identify multidimensional societal factors that account for differences across educational systems in various nations; the other is to relate these

variations in learning outcomes in the cognitive domain. The report also contains a profile of each of the 20 countries covered; however the focus is upon the cognitive learning gains by students. According to Torsten Husen, Chairman of the International Association for Evaluation of Educational Achievement (IEA), who has written the foreword for the report, this effort is the first attempt of its kind in identifying input factors involved in bringing about cognitive learning achievement. There are four chapters in the report as follows: (1) context and content of the national case study report; (2) country profiles–aspects of twenty IEA countries; (3) variable profiles; and (4) conclusion. The five appendices include: (1) national case study questionnaire; (2) NC SQ–grouping of indicators; (3) calculating aggregate achievement means; (4) the Spearman rank order correlation coefficient; and (5) NCSQ: teaching of French and/or English as a foreign language and civic education.

- Postlethwaite, Neville T., & Thomas, Murray R. (eds.) (1980) *Schooling in the Asean region.* New York: Pergamon Press. LA 1059 S6 S3
  (Countries covered: Indonesia, Malaysia, Philippines, Singapore, Thailand)
  (administration, systems, goals)

This volume focuses on the current condition and background of primary and secondary education in the countries that form the Association for Southeast Asian Nations (ASEAN). It presents the descriptions of present day schooling in each nation separately. At the same time, it concentrates on the cooperative efforts of the five ASEAN governments to pursue goals they held in common. The first chapter offers an overview of the main themes found in the next five chapters that treat each ASEAN country independently. The final chapter summarizes key points from the preceding five and offers estimates about what conditions may be expected in the years ahead for elementary and secondary schooling in the ASEAN region.

- Rideout, William, & Maxwell, William. (1987) "Comparison of Asian and African universities." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12–15). (SUREA:PF)
  (Countries covered: African and Asian countries)
  (methods, programs, research, systems, evaluation)

This paper examines three questions concerning university systems in several African and Asian nations: In what respects are the universities in the two regions similar and different? Why are they different? With respect to differences, are the two regions

becoming more or less similar, and why? The methods of study include time series and trend analysis over several decades. The dependent variables in the analysis are the institutional arrangements for students: admissions, access, enrollments, and the curriculum. The explanation of the foregoing arrangements considers independence processes, international forces, elite interests, political decentralization, demography, and level and pace of economic development.

- Ringer, Fritz K. (1979) *Education and society in modern Europe.* Bloomington, IN: Indiana University Press. LA 126 R56
  (Countries covered: Germany, France, U.K., U.S.A.)
  (foundations, systems)

This book is about the relation between society and education. Societal factors consist of industry and technology. The development starts in the early industrial phase through the last industrial phase. Other societal factors are tradition, class, and status which determine the relation between education and society. The book covers topics such as access of the different classes to educational systems and vertical system (different types of vocational and college preparatory schools).

- Ritterband, P. (1978) *Education employment and migration: Israel in comparative perspective.* Cambridge, U.K.: Cambridge University Press. LB 2376.3 I75 R57
  (Countries covered: France, Israel, U.S.A.)
  (policies, finance, foundations, research, methods)

As the title of the book suggests, the problem of brain drain from the developing countries to the developed countries is addressed and Israel as a particular case is considered. This book focuses on the student's education experiences in his own country as a factor which prompts him to study in the United States and shows how his educational experiences are linked to his career opportunities in his country's labor market. It also discusses the educational system in Israel and a student's experiences in school, how his success or failure determines both the student's reasons for migration and the point at which he will study abroad. Also the relationship between the Israeli education system and occupational opportunity structure is discussed. It shows how this relationship in turn is a key determinant of his migration decision. Also discussed are the national brain drain policies, both operational and projected, as well as a method to determine the utility of alternative policies.

- Rosen, Seymour. (ed.) (1987) *International/intercultural education reports.* Washington, DC: Institute of International Studies

(DHEW/OE). ED075338
(Countries covered: France, Pakistan, Sweden, U.S.A., U.S.S.R.)
(programs, intercultural, resources)

International/intercultural education reports represents an experimental effort by the Office of Education Institute of International Studies to share with professionals some recent information, ideas, and resources in three areas of international/intercultural education that are otherwise insufficiently provided for in ongoing reports or publications programs: (1) educational experience and perspectives from other countries relevant to program priorities in the Education Division of DHEW; (2) concepts, programs and developments concerning the intercultural dimension in general education in the United States; and (3) foreign view of American education. In this volume, the focus is on the current federal priority of career education. It is hoped that this collection of articles, which report on selected foreign initiatives and practices, may offer insights to educational planners in the field. The fourteen articles do not attempt to provide full analyses of these activities, but rather are intended to alert concerned American specialists about experiences in Sweden, France, Pakistan, and the U.S.S.R. and elsewhere. The articles draw heavily on foreign sources and are well-documented with references that provide useful points for any further analysis.

- San Miguel, Rachel. (1976) "Comparative study of technical and scientific word translation preference between the Filipino language of the Philippines and the Marathi language of the Maharashtra: Primary to the secondary level." Paper presented at Syracuse University, School of Education, Department of Adult Education. (SUREA:PF)

The paper compares Pilipino and Marathi languages in terms of respective origins, source languages, extent of use, and their proportionate impact of the contemporary vocabularies of the two languages. It also touches upon some implications for translation from these languages into English and vice versa.

- Saqib, G. N. (1983) *Modernization of Muslim education.* Lahore, Pakistan: Islamic Book Service, Urdu Bazar. BP 42 S267
(Countries covered: Egypt, Pakistan, Turkey)
(philosophy, systems, administration)

The book is a study and comparison of Islamic and modern norms as seen by men and society. First the assumption that Islamic norms guide individual and social actions toward the desired modernization is examined. Then the book makes the comparison between the desired and the actual amount of modernization that has taken place. The comparison is based on

accepting the fact that all Muslim societies are engaged in modernizing their institutions. Then the book tries to make a comparative analysis on a scale of how much general modernization has occured and specifically how much in education. The book is divided into ten chapters. The first five chapters discuss the problem, the ideal-typical dimensions of the problem, ideal types of modernity and modernization, modernity and Islam and solutions to the problem, i.e., the first part of the book identifies the problem. The second part proposes solutions and the third presents case studies for actualization of proposed policies. Chapters 6, 7 and 8 talk specifically about Turkey, Pakistan, and Egypt respectively. Chapters 9 and 10 give a comparative analysis and conclusions and comparative analysis of modernization respectively.

- Shields, James. (1987) "Uses of film in comparative education research and teaching." CIES/87 (SUREA:PF)
  (Countries covered: worldwide)
  (media, research, instruction)

This discussion panel used the movies shown in the conference "film festival" as a frame of reference and starting point. Discussion focused on the prospects and problems of using commercial and educational films, as well as other forms of film data and film analysis, for teaching and research in comparative education.

- Tabachnick, Robert B., et al. (eds.) (1981) *Studying teaching and learning: Trends in Soviet and American research*. New York: Praeger Publishers. LB 1028 S849
  (Countries covered: U.S.A., U.S.S.R.)
  (ideology, policies, programs, research, teaching/learning)

As part of the Soviet-American cultural exchange program, scholars from the U.S.S.R. and the U.S.A. were asked to reflect on significant issues and accomplishments of research on teaching, especially research that relates teaching to learning, in their own countries. These papers became the subject of discussions during a week-long seminar held in Moscow. The book deals with the different approaches taken in each research community. An introductory chapter by two of the editors explores the relationship of a work view, such as that of dialectical materialism shared by the Soviets, or liberal, pluralistic perspectives shared by the Americans, to national traditions of scholarships, which shape research. The Soviet section opens with a chapter by the third editor which describes Soviet educational research, basic premises and organization, attainments and current priorities. The book is divided into two sections. The first section deals with the

American views and the second section deals with the Soviet views.

- Tarnopol, Lester, et al. (1981) *Comparative reading and learning difficulties.* Lexington, MA: Lexington Books. LC 4704 C65
  (Countries covered: Australia, New Zealand, China, Japan, Brazil, Chile, Ethiopia, France, India, Mexico, Poland, Sweden, Venezuela, Yugoslavia, and several other African, Asian, European and Latin American countries)
  (learning, programs, research, teaching)

The book deals with certain learning disabilities suffered by children across the world. The disabilities are reading, arithmetic, visual-motor skills, human-figure drawings, and also special education for children. The volume was written with the objective of providing salutary effects for the benefits of chilren and adults with reading and learning difficulties everywhere. Most others deal with learning disabilities in specific countries. One chapter is devoted to basic-skills required for teachers. Each chapter is a contribution from a different author. But the essays have been worked out on the following outline: (1) background of special education in the country; (2) statement of the reading problem and the percentage of children involved; (3) facilities and methods for testing and diagnosis; (4) facilities and methods for remediation; (5) results of remedial methods used; (6) medication used, if any, and results; (7) case histories of children; and (8) research.

- UNESCO. (1973) *Population dynamics and educational development: A selection of papers presented at the regional seminar of experts on population dynamics and educational planning, Bangkok, Thailand, September 10-18, 1973.* Bangkok: UNESCO Regional Office for Education in Asia. ED 132057
  (Countries covered: India, Indonesia, Japan, Sri Lanka, Pakistan, Thailand, Singapore)
  (objectives, policies, educational innovation, demography, national development, evaluation, feedback)

A selection of papers on Asian population trends and educational development is presented in four parts. Part I defines the major components of Asian population growth as the rapid decline in mortality after 1945, relative increases in the population of less developed regions, accelerated fertility potential, and unequal distribution of wealth. Education is characterized by unequal opportunity and a high dropout rate in primary grades. Part II views rapid population growth as an obstacle to progress and discusses the shortage of capital, the employment dilemma, rising costs of services, social development and the difficulties of setting

educational priorities. Case studies are presented which focus on educational expansion and equality in Japan, Sri Lanka, Pakistan, Thailand, and Singapore. Part III discusses the need for educational innovation and suggests that planners redefine educational objectives more democratically. This section discusses international cooperation in education, radical policies for rural areas, local input into the educational system, and the importance of family planning. A selected bibliography is included.

• Vaizey, John Ernest. (1976) *Education: The state of the debate in America, Britain and Canada.* London, UK: Gerald Duckworth & Company, Ltd. LA 133 V34
(Countries covered: U.S.A., Britain, Canada)
(ideology, methods, programs)

This book arose from a series of six conferences at Ditchley Park in Oxfordshire, spread over a period of rather more than two years, at which over 130 distinguished educators, politicians and specialists from many walks of life discussed the problems that education was facing in the U.S.A., Britain and Canada. The book concentrated on secondary education. Ought there to be schools at all? Is life itself sufficient education? If there are schools, what ought they to be like? A criss-cross of currents of thought and feelings with some irrefutable facts constitute the book. Its main concern is education after the revolution. It deals with the morals and values of the patterns of study, and describes the secondary school, its changes, the curriculum and the authority and responsibility of that level of education. The author discusses the priorities in education and some recent reports on education in the U.K. And finally, the book delves into the nature of freedom in contemporary society.

• van Dale, Deobold, & Bennett, Bruce. (1971) *A world history of physical education: Cultural, philosophical and comparative.* Englewood Cliffs, NJ: Prentice Hall, Inc. GV 211 U35
(Countries covered: worldwide, especially Europe and U.S.A.)
(philosophy, foundations, programs)

This text is based on a historical-philosophical approach. The chapters reveal philosophical characteristics of historical phases of education through which physical education has passed. The material is arranged as follows: a preview of historical background; aims of physical education; promotion of physical education; program of physical education; and methods of physical education. The book is the second edition of a recent publication. It is written in five parts: physical education in ancient societies; physical education in the middle ages and early modern times; physical education in modern Europe; physical education in the

United States; and finally physical education in other modern countries. The book gives a philosophical and historical perspective of physical education, past and present.

- van de Graaff, John H., et al. (1978) *Academic poser: Patterns of authority in seven national systems of higher education.* New York: Praeger Publishers. LA 132 A265
  (Countries covered: West Germany, Italy, France, Sweden, G. Britain, U.S.A., Japan)
  (administration, systems, models, agencies, policies)

The book consists of the studies of higher education systems in seven different countries: West Germany, Italy, France, Sweden, Great Britain, U.S.A., and Japan. They were initially presented as papers at an interdisciplinary seminar at Yale in 1973–74 as part of a new Program of Comparative and Historical Studies in Higher Education. However, it did not include then studies on Great Britain or Sweden, which were added to the series in 1974. The introductory chapter analyzes characteristics of authority structures; levels of organization, policies and policy making; basic forces in the recent development of higher education, and organization of the study, followed by pertinent notes. The rest of the book is divided into two parts. Part I contains the seven studies on the national systems mentioned earlier, and Part II consists of general conclusions drawn from the preceding studies. With minor variations, each national study cover the evaluation of its system, structure, levels of organization, and policy-making processes.

- Vandeenberg, D. M. (ed.) (1971) *The written language of deaf children.* Wellington, New Zealand: Whitcombe & Tombes, Limited. HV 2471 V35
  (Countries covered: U.S.A., New Zealand)
  (history, learning, teaching, methods, programs)

The author has set out to examine critically the oral tradition of teaching the deaf. It is an account of a psychological approach to an examination of the written expression of deaf children by means of a story-board. In the first section, the procedure for research is described. In the second section, the language used by deaf children is broken up into sections; preliminary classifications; analysis of sentences; analysis of words used; levels of abstraction achieved; syntactial analysis; oral language; and ability to read. The third section deals with the aspects of language acquisition, specifically correlations of non-language variables. The fourth section deals with the language ability of Maori children – the written language, oral language, reading and internal comparisons. The fifth section summarizes the findings and conclusions.

• Wagner, Daniel A. (1987) "Literacy assessment in Morocco and Zimbabwe: Political priorities and research responsibilities." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
(Countries covered: Morocco, Zimbabwe)
(foundations, organizations, systems, policy)

Achieving universal literacy has been a prime goal of UNESCO and most national states since the founding of the United Nations. Many Third World national governments invest significant portions of their annual budgets on trying to promote both primary schooling and adult literacy. National policymakers (often in the ministry of education) have to contend with the socio-political realities of economic development, linguistic and ethnic variation, and prior (often colonial) policies of their predecessors. The present paper explores some of the inherent conflicts in the needs of the three main actors in the assessment of literacy (both the reality and the needs): (1) the international organization (e.g., UNESCO); (2) the national government; and (3) the outside specialists/consultants. Specific issues include: what is an adequate measurement tool; what constitutes an "important" linguistic/ethnic minority group; who to balance the competing needs of different policymakers; how to balance important scientific needs with government disinterest (and vice-versa); and who controls the data and final report.

• Walker, David A. (1976) *The IEA six subject survey: An empirical study of education in twenty-one countries.* New York: John Wiley & Sons. LB 3051 W3
(Countries covered: Australia, Belgium, Chile, England, W. Germany, Finland, France, Hungary, India, Iran, Ireland, Israel, Italy, Japan, Netherlands, New Zealand, Poland, Romania, Scotland, Sweden, Thailand, U.S.A.)
(programs, learning, methods, models, research, evaluation, agencies)

This monograph constitutes the ninth volume in a series of nine reports on the learning outcomes in six subjects, which gives, in non-technical terms, the findings from the entire survey covering science, literature, reading comprehension, English and French as foreign languages, and civic education. The first four chapters are organized as follows: (1) origin and purpose of study; (2) first steps; (3) the independent variables; (4) the method of analysis. The next six chapters deal with factors involved in learning the six subjects in the order stated above. Chapter 11 summarizes the collective findings on the six chapters. Chapter 12 is a comparison across the two cultural groups involved; and the final chapter

interprets the points of national contrasts in school achievement.

- Wasser, Henry. (1987) "The impact of a changing labor force on higher education: Europe and the U.S.A." Paper presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12–15).
  (Countries covered: Europe, U.S.A.)
  (programs, agencies, research)

As the labor force changes with the rise of high technology, higher education transforms itself in the linkage between universities, post-secondary institutions and the labor market. Data on the changing nature of available jobs are from U.S. Bureau of Labor Statistics and OECD. Literature on the linkage is best seen in the work of Levin and Rumberger and in proceedings of a 1986 conference in Paris. Sources for data on changing curricula and programs are CUNY and Swedish universities. The influence of professional accrediting associations in technology and science on content of university programs is explored.

- Watson, Keith. (ed.) (1984) *Dependence and interdependence in education*. London: Croom Helm. LC 65 D45
  (Countries covered: Sri Lanka, India, Andean America, Middle East, Britain, Zimbabwe)
  (foundations, programs)

The British Comparative and International Education Society had expressed a need to explore the educational relations between the Third World countries and industrial nations which led to the annual conference held in Reading University in September 1983, devoted to the theme of dependence and interdependence in education. Only a few of the facets of this theme – international and national, political, economic and racial – were looked at at the conference. But the papers that follow touch upon both international and internal, national perceptions as well as issues such as religion, culture, ethnicity, as these impinge upon education. The first three chapters relate to more theoretical arguments about dependence and interdependence in education, followed by a series of case studies. Finally, there is a chapter devoted to how a greater awareness of these issues can be introduced into the curriculum of British schools.

- Weeks, Sheldon G. (1967) *Divergence in educational development: The case of Kenya and Uganda*. New York: Teachers College Press. LA 1561 W4
  (Countries covered: Kenya, Uganda)
  (history, systems)

This book describes the growth of the educational systems in

Kenya and Uganda. It first takes a look at the historical background of education in these two countries. It then looks at educational revolution and development in Kenya and Uganda respectively, and then hypothesizes on the future of the educational systems in the two countries. The studies presented in this series are concerned primarily with the application of the disciplines of the social sciences, history, and psychology to the study of African education. The book provides notes, a summary, and a bibliography.

- Williamson, Bill. (1979) *Education, social structure and development*. New York: Holmes and Meier Publishers, Inc. LC 191 W648
  (Countries covered: U.K., Federal Republic of Germany, U.S.S.R., German Democratic Republic, Ghana, Tanzania, Cuba, China)
  (foundations, systems)

The book grew out of a course of lectures on the sociology of education. The topics discussed include: Education and development in terms of rural–urban education; education and social structure in comparative perspective by means of political developments as well as educational; education in capitalist societies including Britain and the Federal Republic of Germany; education in state socialist societies as in the Soviet Union and the German Democratic Republic; education in dependent societies as in Ghana and Tanzania; and education in underdeveloped socialist societies as in Cuba and China. Conclusions appear at the end.

- Wilson, David N. (1974) "The interaction of urbanization and education in three African states: Nigeria, Zaire and Malawi." *Canadian and international education*, 3 (2).
  (Countries covered: Nigeria, Malawi, Zaire)
  (demography, institutions, research, planning)

This article examines the interplay of urbanization and education in three countries: Nigeria, Malawi, and Zaire. Two of them are Anglo–phone and one is Franco–phone; Nigeria is the most populous state in Africa, while Zaire is the second largest in area and Malawi is a small overpopulated, impoverished nation. In this article the concepts such as urbanization, institutional transfer and planned educational development have been elaborated, followed by the introduction of the three countries and similarities and differences in the interplay of organization and education in these nations.

- Woodhouse, Howard R. (1987) "Building cultural autonomy: The role of intellectuals in Canada, Africa, and elsewhere." Paper

presented at the 31st Annual Conference of Comparative International Education Society, Washington, DC, (March 12-15). (SUREA:PF)
(Countries covered: Canada, some African nations)
(philosophy, foundations, agencies)

This paper examines the role of intellectuals in building cultural autonomy, which has implications for intellectuals in other countries also. The paper defines the notion of cultural autonomy as the self-identification of a people with a set of norms and institutions that they recognize as distinctively their own. Intellectuals have an important role to play in developing both an awareness and institutionalization of these norms. The current situation in Canada requires cultural action on the part of intellectuals with regard to the following problems: free trade negotiations with the United States, the increasing encroachment of multi-national corporations upon universities, and the general degradation of work in a "high tech" society. The underlying connections among these phenomena must be exposed. Canadian intellectuals have a good deal to learn from their African counterparts. Ali Mazrui, for example, has articulated several strategies for opposing cultural dependency that are relevant both for Canada and for intellectuals elsewhere.

B5 - COMPARATIVE ADULT EDUCATION AT THE NATIONAL LEVEL

The items in this category are at the national level and related to the subject of this monograph.

- Campbell, Roald F., & Mazzoni Jr., Tim L. (eds.) (1974) *State policy making for the public schools: A comparative analysis.* Columbus, OH: The Ohio State University. LA 216 C36 C2
  (Countries covered: U.S.A.)
  (administration, agencies, finance, research, models)

This book was prepared by the Educational Governance Project in August 1974. It concerns the question: How do states determine policies for the public schools? It also talks about developing alternative models of state education governance for consideration by the people who make educational policies in the United States. The various chapters explain the framework and methodology used in the study discuss the workings of the state boards of education, the chief state school offices, the state department of education personnel, governors' offices and the leaders of educational interest groups. It also focuses on the school finance reform in four states and the actions of governors and legislative leaders. An interpretive treatment of state educational policy systems and a series of recommendations for the improvement of systems is given at the end.

- Corbin, Clare. (1956) "A comparative study of the adult education activities of women's businesses and professional groups." Unpublished doctoral dissertation, New York University.
  (Countries covered: U.S.A.)
  (problem, related literature, procedure, historical development and current education activities, evaluation, philosophical implications)

The author felt the need for a comprehensive, empirical study and appraisal of the educational activities of women's business and professional groups. Chapter one deals with the problem which covers definitions, basic assumptions, hypotheses and delimitations. Chapter two covers related literature. The following chapters cover the above-mentioned areas. A bibliography and appendix is

offered at the end.

- de Masoner, Liliana Muhlmann, et al. (1982) "An experiment in radiophonic education: Accion cultural popular." *Quarterly review of education*, 12 (3), 365–74. EJ270387 ERIC

Describes the findings of a Florida State University evaluation of Colombia's Accion Cultural Popular (ACPO) program for non-formal adult education. ACPO promotes rural development and literacy through educational radio broadcasts which are linked to local monitors, textbooks, a weekly newspaper, and other support services.

- Hanhoe, Ruth. (1984) *Contemporary Chinese education.* London and Sydney: Croom Helm. LA 1131 C75
  (Countries covered: China)
  (policies, evaluation)

The new social and economic policies of China call for a comprehensive reassessment of the contemporary Chinese education system and its response to the call of service to the four modernizations (agriculture, industry, defense, science and technology). The eight chapters cover the evolution of modern Chinese educational institutions, primary education, secondary education, higher and teacher education, adult education and Chinese Western Scholarly Exchange. The book provides substantial empirical data which will enable readers to make their own judgments on Chinese educational achievements.

- Hesser, Florence E. (1978) *Village literacy progamming in Pakistan: A comparative ABE study with guidelines.* Vancouver: Centre for Continuing Education, The University of British Columbia. LC 157 P3 H47
  (Countries covered: Pakistan)
  (history, program, evaluation)

Chapter one talks about the beginning of the literacy program in Pakistan and the setting in which it began. Analysis of the adult basic education society of Pakistan is done in chapter two. Chapter three discusses the primary apppoaches to international literacy and chapter four contains guidelines for using program elements. Notes, bibliography and appendix appear at the end.

- Knoll, Joachim K. (1988) "The content of adult education." A paper presented at the 1988 Study seminar: Comparative Research in Adult Education at CEDE (Centro Europeo Dell'Educazione), Rome, Italy, (May 11–14). (SUREA:PF).
  (Countries covered: worldwide, especially West Germany)
  (curricula, history, learners)

Although this paper basically deals with course offerings in the Federal Republic of Germany, it offers a model for analyzing the content of adult education in various other countries. In the specific West Germany's context, it traces the history of adult education in the 19th and 20th centuries; analyzes the current debate concerning the content of adult education; discusses the reservations, problems and trends; and finally explains its present programmatic structures. It contains a lot of useful statistics on adult education enrollments in different subject disciplines at various levels in West Germany.

• Lierman, Walter. (1987) "Basic adult education in Latin America: The case of Mexico." Paper presented at the International Conference on Comparative Adult Education, Oxford, U.K., (July 6–9). (SUREA:PF)
(Countries covered: Mexico, other countries)
(programs, foundations, systems)

This is a case study of basic adult education efforts in Mexico. The paper begins with the elaboration of the literacy–numeracy concept of adult education in accordance with the UNESCO framework evolved through its international conferences at Tokyo (1972) and at Nairobi (1976). Then it talks about the geopolitical and cultural profile of Mexico and relates it to needs assessment with regard to adult education systems after 1975. Finally, the paper focuses upon a practical example of literacy education in northern Mexico.

• McCoy, Marilyn, & Halstead, D. Kent. (1986) *Higher education financing in fifty states: Interstate comparison, fiscal year 1984.* Boulder, CO: National Center for Higher Education Management System.
(Countries covered: USA)
(finance, policy, programs)

In 1974 Kent Halstead identified the index related to the higher education financing and socio–economic status of states that are used in this study. This report is evolved from the early work of both the authors. The adjustment for inflation found in this book are based on his annual higher education price index. This book provides an integrated set of data essential to better understanding of the higher education enterprise on a state by state basis.

• Nair, Gopinathan P. R. (1981) *Primary education, population growth and socio–economic change.* New Delhi: Allied Publishers Pvt., Ltd. LA 1154 K4 N66
(Countries covered: India)
(history, philosophy, systems, methods, finance)

Kerala, one of the South Indian states, has always been in the vanguard of the educational development in India for several decades. The book concerns itself with the difference in the educational policy and experience of Kerala from that of other parts of the country. The detailed analysis of costs, in terms of dropout and repetition of classes, is undertaken to examine the relative states in India. It reviews questions and methods from the point of view of education and socio-economic change, studies the patterns of educational growth in Kerala and India in general, and covers the structural aspects of the educational system of Kerala in a comparative setting. It includes, in the appendix: (1) reliability of educational statistics in India; (2) effective cost of education in Kerala – a comparative analysis; (3) education and population growth; and (4) education, employment and occupational change. Summary and conclusions are offered at the end. The book provides a select bibliography.

- Roberts, Hayden. (1982) *Culture and adult education: A study of Alberta and Quebec*. Alberta: The University of Alberta Press. LC 5254.2 A4 R6
  (Countries covered: Canada: Alberta and Quebec)
  (social philosophies and government structures – policies, structures, organizations, outcomes – resources)

This book is a comparative study of adult education in Quebec and Alberta, two provinces with which the author had a close acquaintance as far as the adult education scene goes. The purpose is to explore some models that might provide a valid basis for comparative studies in adult education in any two or more regions. The author perceived that though there were many area studies focusing on aspects of adult education in separate countries and regions, there was little evidence of studies that compared two or more different regions or countries within a conceptual framework of a guiding hypothesis. The book is divided into four parts: Part I sets the scene for the comparative study itself, which is pursued in Parts II, III, and IV. Chapter one advocates a closer attention to the relationship between adult education practice, purposes and underlying philosophies. Chapter 2 places the study within a scope defined by certain interpretations of the two terms used in the title, adult education and culture. Chapter 3 discusses in detail the two main elements of the model – continuum of purposes and the relationship between factors that determine these purposes. A list of references is included after every chapter.

- Siddiqui, Dilnawaz A. (1988) "The utilization of communication technology in the democratization of education in India."

International journal of instructional media, 15 (1)
(Countries covered: developing nations, especially India)
(communication media, ideology, methods, programs, policy, evaluation, finance, goals)

This paper was originally prepared for a UNESCO conference on democratization of education co-sponsored with and convened at Manipur University, Imphal. First of all, it defines the major terms: technology, communication, and democratization, with operational indicators of each of them. Then it analyzes how education in general and adult education through fast and effective communication technology in particular has brought about and can further accelerate democratization of education in India. Siddiqui argues that there is no dearth of brilliant innovative ideas in the nation at the technological level in the sense of hardware. However, there continues to be a serious shortage of trained personnel responsible for alyzing, planning, designing, producing, implementing, and evaluating software and other resources needed in the adequate utilization of modern media of communication. Comparisons have been made with use of communication in other nations with that in India. The main thrust of his analysis is upon the need for clarifying national goals and ideological values. According to him, this clarification would help change people's attitudes and in turn lead to development-oriented behavior consistent with the appropriate value system. The final part contains a few recommendations on major issues involved.

• Stambler, Moses (ed.) (1976) *Impressions and perspectives on the education of adults in India by some American adult educators*. New Haven, CT: Southern Connecticut State College. ED132254 ERIC

Based on a 65-day educational program in India designed to provide an Indian international perspective for 2 adult educators in the New England region and the addition of this dimension to their adult education programs at home, these papers are written by the participants who indicate their reactions to their Indian experience. They are intended for curriculum and classroom use. Titles of the papers are as follows: A systems design for classification and utilization of Indian adult education for development purposes; adult education in India; changing emphasis for developmental purposes; some administrative practices in Indian non-formal education; an inquiry into the relationship between the social status of Indian women and their educational opportunities; status of women in India; adult vocational education in India; adult evening practical arts in India; functional literacy in India's rural development; the farmers functional literacy program and Gandhian philosophy; literacy in India; the old tradition and

literacy; community development through social education; folk art as a means of communication and education; a brief glimpse at audiovisual technology and television in India; barriers to adult education in India; Indian non-formal adult education; the role of non-formal education as it applies to home and family living; and four papers on comparisons of Indian and American adult education.

• Stephens, Michael D., & Roderick, Gordon. (1984) *Post-school education*. Dover, NH: Croom Helm. LA 227.1 S74
(Countries covered: U.S.A.)
(foundations, systems, programs)

The book starts out with traditions and attitudes on post-school education. It studies the different systems of school education. After this, it discusses middle-class initiations prior to 1850. The book then discusses the educational provision for adults in the 19th century, describes the growth of technical education, followed by the development of university education. It then relates this to the roles of government and ends up with its conclusions.

C - BIBLIOGRAPHIES & TERMINOLOGIES

The items in this category are bibliographies and terminologies in comparative adult education and adult education. In addition to items listed below, readers are encouraged to consult the *Comparative education review* for periodic bibliographic updates, appearing in almost every issue through 1981, and twice per year since 1982.

- Altbach, Philip G. (1981) *International bibliography of comparative education*. New York: Praeger. LA 132 A4
  (Countries covered: worldwide)
  (resources)

A fairly comprehensive list of articles and other resources mostly based on papers and reviews published in *Comparative education review*.

- Azzouz, Azzedine. (1972) *Selected bibliography of educational materials: Algeria, Libya, Morocco, Tunisia*, 6 (4). ED106203
  (Countries covered: Algeria, Libya, Morocco, Tunisia)
  (resources)

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to (1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and (2) adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Topics include the philosophy and theory of education, educational organization, vocational education, adult education, and Arabization and bilingualism. A list of sources and authors concludes the bibliography.

- Barendsen, Robert D. (comp.) (1981) *Education in the People's Republic of China: A selective annotated bibliography of materials published in the English language*. Washington, DC: Office of International Education (ED) (BBB 18712). ED200487 ERIC

This annotated bibliography lists materials written in English which examine education in China. The purpose of the bibliography is to make readily available to all those interested in Chinese

education a useful guide to selected reference materials on the subject published from 1971 to 1976. The bulk of the entries is based on first hand observations by a variety of foreign visitors to China (primarily American). The bibliography lists 198 titles arranged alphabetically by author under two headings, one including material in books, pamphlets and separately published reports, and the other material in periodicals. Many facets of education are dealt with including educational administration and philosophy, values education, vocational education, language and linguistics, medical education, continuing education, and educational practices at all levels. A subject index concludes the publication.

- Berdahl, Robert O. & Altomare, George. (1972) *Comparative higher education: Sources of information.* New York: International Council for Educational Development. Z 5814 U7 B44

  (resources, associations, agencies)

This report contains bibliographic information on the subject of comparative higher education. It has five sections followed by four appendices. Section I is a list of 12 English language journals relevant to the field of comparative higher education. Section II is a list of additional journals – educational and non-educational. Section III is a partial listing of abtracts, indexes and bibliographies of relevant comparative higher education. Section IV carries a list of bulletins, newsletters and newspapers of interest to the field. Section V contains a list of centers and associations of higher education. The appendices list addresses related to the items cited in Sections II, III and IV.

- Bristow, T. & Holmes, B. (1968) *Comparative education through the literature: A bibliographic guide.* London: Butterworths. Z 5814 C76 B7 1968b

  (Countries covered: Australia, Canada, India, New Zealand, and selected nations from: Africa, the Americas, Asia, Australia, Europe, Middle East)

  (foundations, resources, research, systems)

According to the two authors, this annotated guide covers resources on educational systems of selected nations from Africa, the Americas, Asia, Australia, Europe, and the Middle East. Special treatment has been given to educational literature in Australia, Canada, India, and New Zealand. The specific categories into which the resource guide is divided are: (1) teaching comparative education; (2) imaginative writing and comparative education; (3) national area studies in comparative education; (4) cross-cultural and case studies; and (5) library tools and research in comparative education.

- EBAE, & AIDEA. (1984) *The terminology of adult education.* Rome, Italy: European Bureau of Adult Education in collaboration with AIDEA.
  (Countries covered: worldwide)
  (terminology)

This glossary contains terms currently used in the field of adult education worldwide in Italian, French, English, and German. It is divided into four sections. Section One consists of the terminology of adult education in all of the four languages. Section Two sorts out terms with French head words, followed by Section Three that has those with English head words. The last one, Section Four, lists those terms which have German head words.

- Henry, M. M. (June) "Methodology in comparative education: An annotated bibliography." *Comparative education review,* 17 (2), 231-244. biblio.

- Kelly, T. (ed.) (1975) *A European bibliography of adult education.* London: National Institute of Adult Education. biblio. ZLC 5215 K445
  (Countries covered: European countries)

The book consists of a detailed bibliography on two aspects of adult education. The aspects are: (a) general background; and (b) the teaching situation. It offers a list of bibliographies, abstracts, periodicals, and historial and descriptive surveys.

- Kulich Jindra. (comp.) (1971) *Adult education in continental Europe: An annotated bibliography of English-language materials 1945-1969.* Vancouver: University of British Columbia. Toronto: International Council for Adult Education. Z 5814 A24 K843 1971
  (Countries covered: continental Europe)
  (bibliography)

This annotated bibliography contains listings covering 857 English language materials on adult education in continental Europe, published during 1945-1969. Materials were chosen in accord with a broad definition of adult education that includes vocational education for adults; training in business and industry; adult secondary and post-secondary study; activities of museums, art galleries, and libraries; along with liberal adult education through university extension and evening classes or through voluntary associations. Materials selected are readily accessible. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Within each country section, the bibliography is subdivided into categories of the various institutions, methods and techniques, and subject matter with each source listed

fully as the main entry in the applicable major subcategory and cross-referenced by number under any other applicable subcategory. A subject index lists all entries by subcategories and by countries. A list of periodicals searched systematically for materials is included. Materials from the British Isles are not included in this bibliography.

- Kulich Jindra. (comp.) (1975) *Adult education in continental Europe: An annotated bibliography of English-language materials 1970-1974*. Vancouver: University of British Columbia. Toronto: International Council for Adult Education. Z 5814 A24 K843 1975
  (Countries covered: continental Europe)
  (bibliography)

This second volume of the annotated bibliography contains listings covering 556 English-language materials on adult education in continental Europe, published during the five-year period 1970-1974.

- Kulich Jindra. (comp.) (1982) *Adult education in continental Europe: An annotated bibliography of English-language materials 1975-1979*. Vancouver: University of British Columbia. Toronto: International Council for Adult Education. Z 5814 A24 K843 1982
  (Countries covered: continental Europe)
  (bibliography)

This third volume of the annotated bibliography contains listings covering 836 English-language materials on adult education in continental Europe, published during the five-year period 1975-1979.

- Kulich Jindra. (comp.) (1984) *Adult education in continental Europe: An annotated bibliography of English-language materials 1980-1982*. Vancouver: University of British Columbia. Toronto: International Council for Adult Education. Z 5814 A24 K843 1984
  (Countries covered: continental Europe)
  (bibliography)

This fourth volume of the annotated bibliography contains listings covering 682 English-language materials on adult education in continental Europe, published during the three-year period 1980-1982.

- Kulich Jindra. (comp.) (1987) *Adult education in continental Europe: An annotated bibliography of English-language materials 1983-1985*. Vancouver: University of British Columbia. Toronto:

International Council for Adult Education. Z 5814 A24 K843 1987
(Countries covered: continental Europe)
(bibliography)
This fifth volume of the annotated bibliography contains listings covering 661 English-language materials on adult education in continental Europe, published during the three-year period 1983-1985.

- Kulich, Jindra. (comp.) (1975) "Comparative studies in adult education: A select bibliography of English, French, and German materials." In *Comparative studies in adult education: An anthology*, edited by J. R. Kidd, C. Bennett and J. Kulich. Syracuse: Syracuse University Publications in Continuing Education. Pp. 235-57. LC 5215 C65
(bibliography)
This bibliography contains only selected materials pertaining to methodology of comparative study of education and adult education, and materials which are comparative, or which at least analyze or describe adult education (in the broadest meaning or segments of it) in two or more countries. Studies of adult education pertaining to one country only were not included. The bibliography is organized in two parts: methods of comparative study, and the studies themselves, with the materials in each part ordered in alphabetical order in an English, French and German section. Only printed materials and doctoral dissertations were included. The many useful mimeographed materials and typescripts were excluded as these are difficult to access.

- Kulich, Jindra. (comp.) (1970) "Selected bibliography of periodicals in international and comparative studies relating to adult education." *Convergence*, 3 (3), 82-90.

- Lengrand, P., et al. (1980) *The terminology of adult education/ continuing education*, (second edition). Amersfoort, Netherlands: European Bureau of Adult Education and German Adult Education Association.
This is a tri-lingual list of terms used in the current practice of adult education in English, French, and German. The second edition is different from the first edition in two ways. One, it contains many new terms not to be found in the earlier version; and two, its format has also been modified to bring out three separate editions based on the key words from each of the three languages.

- *Select and annotated bibliography on participatory research.*

(1977) Toronto: The Participatory Research Project of the International Council for Adult Education. biblio.

- Titmus, Colin; Buttedahl, Paz; Ironside, Diana; Lengrand, Paul. (1979) *Terminology of adult education.* Paris: UNESCO. LC 5219 T319

This is a glossary of adult education in three languages: English, French and Spanish. The terms included in the glossary have certain criteria. Each term should be specific to adult education or denote a key concept; or have specific meaning when used in adult education or though used in other contexts, be most frequently associated with adult education. Terms whose adult education meaning was adequately treated in a standard dictionary were excluded. Each list is ordered alphabetically. Terms transferred from the other two languages, in case where no suitable replacement has been found, are included in each list in the original language. Also, set against the margin are the equivalent terms in other languages: = for a fairly close equivalent; – for an approximation; and =/appears as a warning sign against false equivalence.

- UNESCO. (1976) *World guide to higher education: A comparative survey of systems, degrees and qualifications.* New York: UNESCO Press. LA 183 U5213
  (Countries covered: all Asian, African and European countries, Latin America, U.S.A., U.S.S.R)
  (methods, research)

This volume is the eleventh of the Studies on International Equivalences of Degrees published under the general editorship of Agnel Trapero–Ballestero of UNESCO's Division of Higher Education. The comparative studies presented here describe and analyze the conceptual bases of and fundamental elements involved in the comparability at different stages of education. This series, resulting from a resolution adopted by the General Conference at its thirteenth session (1964), is one facet of the major UNESCO project on the international comparability and recognition of studies and degrees and diplomas in higher education. The book gives a detailed description of types of higher education, degrees awarded and entrance examinations required, etc.

- von Klemperer, L. (1973) *International education: A directory of resource materials on comparative education and study in another country.* Garrett Park, MD: Lily von Klemperer. Z 5814 C76 I5

This is a bibliographic reference containing a total of about 2,030 items on international education. It is organized in two parts. Part

I describes and compares education systems of the world; and Part II refers to international exchange of persons, followed by two appendices: (a) periodicals dealing with international education; and (b) organizations – their acronyms, full names and addresses. International education has been defined in this reference book as study, teaching, or other work in a country other than one's own.